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ABSTRACT

The papers given at the Seattle Symposium on the Training of Foreign Language Teachers, compiled in this publication, contribute to a redefinition of the purpose of language instruction in education and the role of the foreign language classroom. The interests and aspirations of the "new student," a focal point of the 1970 Northeast Conference, are seen as central to the new learner-centered programs with multiple goals and multiple values that respect each student's motivation and talent. Introductory remarks are followed by these articles: (1) "Teacher Training--For What?" by Lorraine Strasheim, (2) "A Learning-Centered Teacher Training Program" by Donald Ryberg, (3) "Getting There from Here: The Dilemma in Music Education" by James Carlsen, (4) "What Do We Really Want from a Foreign Language Teacher?" by Phillip Leamon, (5) "Teacher Student Relations--Coercion of Cooperation?" by Wilga Rivers, (6) "The Inservice Education of Foreign Language Teachers" by Leo Benardo, and (7) "Study Program for Foreign Language Teachers at Rennes" by Norman Stokle. A section entitled "Topics and Talk," an epilogue, and a list of participants are included. (RL)

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NEW TEACHERS FOR NEW STUDENTS

PROCEEDINGS OF THE
SEATTLE SYMPOSIUM ON THE TRAINING
OF FOREIGN LANGUAGE TEACHERS

Editors:
Victor E. Hanzeli
William D. Love

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"Teachers teach as they were taught and not as they were taught to teach."

Richard A. Graham
Director, Teacher Corps

"We always find out, too late, that we don't have the experts we need, that in the past we studied the wrong things, but this is bound to remain so. Since we can't know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead, we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned."

John Holt
How Children Fail

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PROLOGUE

Young and old agree across the generation gap that American education tends to create more problems than it solves for our society. The reasons invoked are, of course, different, and the remedies proposed are at opposite ends of the ideological scale; but the dissatisfaction has reached a level where the recent tenth-anniversary issue of the *Saturday Review* Education Supplement can speak editorially of a "crisis of confidence" in our schools and the end of the "impossible dream" that prompted massive educational innovations by the post-Sputnik generation. In our own smaller universe, foreign languages have also approached the point where a prompt reassessment of our aims and strategies seems to be in order. The reasons for dissatisfaction need not be spelled out here; they are amply documented in recent issues of *The Modern Language Journal, Foreign Language Annals,* and the various journals of the AATs. More important than such documentation, however, is a close analysis of the trends within the profession, and the philosophical and educational implications they carry.

During the past decade, foreign language teaching has been moving toward more efficient, centralized, and better articulated programs whose aims are more or less uniform. The temper of the time demanded quantitative improvement, and this the movement provided; now, however, there is a new temper and new demands, and, indeed, the "new" student so central to the 1970 Northeast Conference.

The response of education, and particularly foreign language education, has so far been ambiguous. Many college entrance and graduation requirements in foreign languages, for example, have either been altered or dropped, a way of sidestepping the issues rather than confronting them. A more positive and constructive response has been the sporadic introduction of new learner-centered programs with multiple goals, and even multiple values, that respect each student's motivation and talent. This implies a broadening and elevating of our goals beyond our usual preoccupations with the "four skills" and their "natural sequence." The broadened goals now include exposing students to different modes of thinking and communication, to different sets of cultural values, and to different culturally determined solutions to universal human problems. And this in turn implies the fostering of attitudes not likely to be generated by a highly structured curriculum, strictly human qualities such as independence, tolerance, pluralism, creativity, and compassion.

Can we do it? Can we create courses that will inculcate such desirable, but "non-programmable," behaviors in our students? The question is a loaded one. If we accept the dual propositions inherent in this new movement, i.e., that voluntary learning is the most desirable learning and that learning through example is the best type of that learning, then we have set the burden for the success of this new movement directly on ourselves. If we are to achieve our goals through non-coercive learning, then we must accept the responsibility for fostering these very same qualities not only in our curricula and our practicing teachers, but obviously in our teacher training programs as well. More than ever before we need teachers who are well prepared,

committed, sensitive, and independent—teachers who can mediate between the necessary demands of a discipline and the ultimate human needs of individual learners. Seeking means of fulfilling this need is our purpose at the Seattle Symposium.

During the time provided for free discussion, remember, if you will, that in a time of doubt and searching it is more important to ask fundamental questions about what we are doing than to seek "ad hoc" remedies to our immediate problems. Please feel free also from "methodological" constraints. Neither the American Council on the Teaching of Foreign Languages nor the Washington Foreign Language Program functions in the manner of the Good Housekeeping Institute; we are not in the business of approving or disapproving the thinking of professional gatherings and their recommendations.

Do not forget either that a symposium used to be in ancient Greece, and ought to be today, a feasting together, a nourishment of both body and mind in common fellowship. After all, beyond our possible disagreements on particulars, we share a common dedication to our subject matter and a common belief in its importance in the education of the young.

The Editors

TEACHER TRAINING...FOR WHAT?

KEYNOTE ADDRESS
Lorraine A. Strasheim
Director, Indiana Language Program; Coordinator for School Foreign Languages, Indiana University

Several years ago, William Riley Parker took overly zealous Latin teachers to task for equating the study of their discipline with good hygiene; it is a charge which can be leveled at *all* foreign language specialists, for we are often offensively and unrealistically positive in our claims as to the benefits of foreign language study. Like the purveyors of deodorants and mouthwashes, our rapture frequently exceeds our results—one "application" and that handsome boy in math class will reconsider you for the romantic opening in his life. Suppose we were to translate our rationale for foreign language study into a television commercial. What would *that* commercial be?

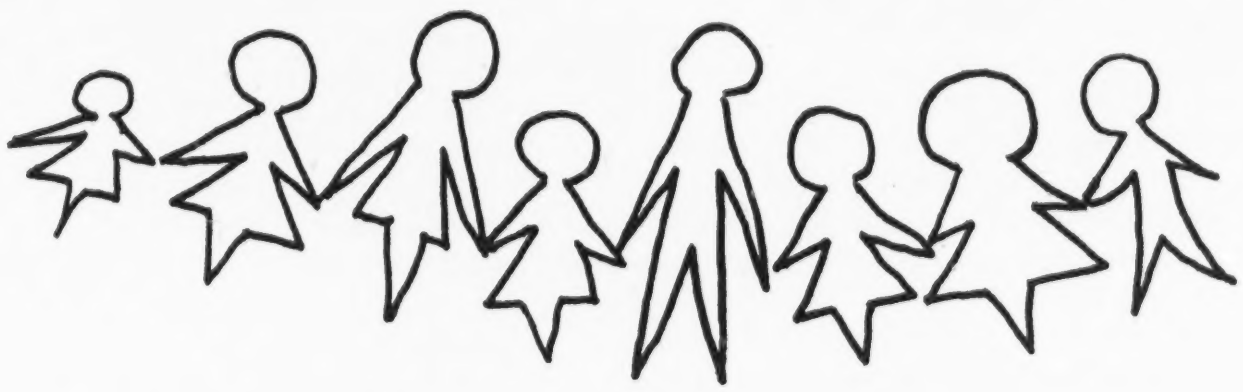
First of all, there would be two girls on the screen. You know the type—girls who will become the women who pull giant-sized boxes of detergent or cans of coffee from their purses, the women whose thrill for the day is squeezing toilet tissue in Mr. Whipple's supermarket. The one on the left is rather listless and droopy; the one on the right is bright-eyed and bushy-tailed. The "limp" one begins: "I just don't know what's wrong with me lately. I used to be so 'with it'—went to all the games and dances—dated every night—you know! Now I'm just 'blah,' and guys are bored around me." She pauses here because her energetic friend is clawing at her handbag; the camera pans in on a beautifully manicured hand removing a book and a box of records from the purse. Over this picture bright-eyes' strident voice can be heard: "I was getting the same way, Shari, but then I started studying Spanish (French, German, Russian, Latin, Ibo, Portuguese—what have you). Now boys look at me again, and I have things to talk about. I haven't had a long, dull evening in months because I can now read Spanish magazines and books. And I listen to (and understand!) Spanish records and radio broadcasts. I can just feel my cultural horizons expanding—and Daddy's taking the whole family to Mexico next summer so I can practice my speaking. And I'm writing to a darling boy in Madrid—wait till I show you his picture! And I have more dates because I'm more interesting." The scene fades out. Now there is the sound of a Russian balalaika strumming in the distance. Our formerly listless friend has been transformed into a radiant beauty in evening dress, and is surrounded by handsome, toothy males. One of the boys is saying: "Shari, your idea of holding the prom in a Russian restaurant was fabulous. Why is it that the girls who study Russian are so much fun?" Then we cut to a close-up of the book and records with voice-over narration: "Why don't YOU spark up YOUR life with French (Spanish, German, Latin, Russian, Ibo—what have you)? It's easy and it's fun!"

Ridiculous? Not much more so than some of the pompous propaganda we supply to prospective foreign language students—and to prospective foreign language teachers.

You might counter that my "commercial rationale" is not real life; my point is just that—our rationales for foreign language do not relate to real life—not the real life of the student and not the real life in the school. What do YOU know about the real life within the school, the movements shaping the total of which foreign language is one small part? Did you know, for example, that one high school underground newspaper demanded that American Spanish be accorded a place in the curriculum—recognition at least equal to that accorded to Castilian or Mexican Spanish? Why is the real student so often a forgotten man at our planning sessions? The only feedback we get from him is too often a generation late—when he counsels his children out of foreign language.

For all the generations of foreign language education which have passed in this country, we have behaved as if our students were uniform replicas, one for another, like this:

We have handled each student as if he were a container, waiting only to be "filled up" with our subject matter . . . and we have meted out the same amount of instruction to each. Every man was, say for the sake of illustration, measured his "gallon" of the target language. But students are not dittoed or mimeographed or xeroxed copies of one another; they tend to come like this in the real world of the classroom:



And did we praise the "quart" student when he filled up with exactly one quart of instruction? We did not; we penalized him for not being able to hold the full gallon we had allotted him. And what did we do with the "two-gallon" student? We meted out the gallon ration predetermined for him, and filled up his tank with "additives"—"busy work" in teacher parlance, for a

class must be kept together. And, although those of us who became audiolingualists scoffed and sneered at the "traditionalists," we still took every personality type, every personal goal, every ability level and reduced it to a single common denominator. At our "station," the customer has never been right, whether that customer has been a student in the secondary school or a teacher candidate.

This approach to foreign language education has been so pronounced that my foreign language majors tell me things like this in their methods class when I ask what the first things a student must learn in his foreign language class are:

1. He must learn to think "constructively" about the language and the people (that is, agree with me);
2. He must learn to accept doing things he will not be able to understand until much later in his foreign language studies (and if he does not go on that long?);
3. He must learn to do exactly as he is told ("mirror me").

In the foreign language classroom, communication is a one-way street: teachers "send" and students "receive" in the folk linguistics of the teacher candidate.

And we have been no less prescriptive in our teacher training programs. If we look to the *NASDTEC-MLA Guidelines for Teacher Education Programs in Modern Foreign Languages*,[1] the most definitive professional statement yet made in foreign language education, we see no references to the secondary school student or to the secondary school as an entity; our "guidelines" are prescription blanks. We emphasize communications skills as if they were possible without relationships. The student is merely a necessary evil in our more important materials-methods-technology framework.

And our foreign language "tunnel vision," extending from whatever the beginning point through the college requirement, has cost us and our students dearly. The greatest single cost of our approach has been that two-thirds of the total student population has never had contact of any kind with foreign language study. But we also isolated ourselves from the exciting possibilities of flexible and modular scheduling plans, from independent study projects, from team teaching, from individualized and personalized instructional programs—from the mainstream of the secondary school. Our "prescription blank" approach—whether reading-translation, St. Cloud, or audiolingual in philosophy—required us to teach two-year block programs just as we did the first two years of a four-year sequence, a six-year sequence, or a nine-year sequence. There could be but one ideal—and 6 to 8 of every 100 students who began foreign language study fulfilled it; they are the teacher candidates with difficulties finding positions today.

But there are a few visionaries among us: Nathan Hale High School in Seattle is working with independent study and the seminar; the McCluer Plan in Missouri is working with individualized pacing and team teaching; West Bend, Wisconsin is working with a continuous progress (individualized pacing) project; Marshall-University High School in Minneapolis is "pioneering" in individualized instruction and the mini-program module; the Detroit Public Schools developed a Latin Heritage course which is more responsive to student needs than the Latin programs defined by the 1924 Classical Investigation Report, a report which undergirds 90% of the Latin taught in this country today; Philadelphia and Washington, D.C. proved that foreign language can be not just an end in itself, but also a means for the disadvantaged child to improve his English linguistic skills through FLES. Each of our visionaries has responded to his school population's needs—not to an ideal lockstep.

Teacher training . . . for what? To perpetuate the recommendations of any group, any arbitrary group, however professional, like this one? Or to give children greater options in their environments and to help them to learn to control their environments more fully? To continue

an elitist student enrollment policy? Or to explore with unleashed imaginations the possibilities of reaching all educable and interested students? Are we training our teachers, as Neil Postman and Charles Weingartner set forth in *Teaching as a Subversive Activity,*[2] in ways that:

1. increase the trainee's *will* as well as his capacity to learn?
2. help to give the trainee a sense of joy in learning?
3. help to provide the trainee with confidence in his ability to learn?
4. require the trainee to make further inquiries, clarify terms, make observations, classify data, and the like?
5. allow for alternative answers (which implies alternative modes of inquiry)?
6. tend to stress the uniqueness of the trainee?
7. will produce different results at different stages of the trainee's development?
8. help the trainee to sense and understand the universals in the human condition, and thereby enhance his ability to draw closer to the students he will teach?

He will be out-of-date in the educational world in which he is to be employed if your answers are all "No."

Does the teacher training program operate to perform these functions?

1. Does it help the trainee obviously and overtly to "change sides of the desk," to convert from his role as a student to that of a teacher?
2. Does it direct the trainee's thinking into emerging as well as "tried and true" philosophies of education? Does it put him one and one-half steps into the future?
3. Is it obviously and clearly the first step, an introduction, to a continuing education?

Does the teacher training program provide some kind of information that will prepare the trainee to discuss the following existing positions in elementary and secondary schools intelligently (and hopefully to go after them)?

1. Teaching Latin FLES to students "disadvantaged" in native-language learning to increase their English verbal skills.
2. Teaching Afro-French to black students to help them in their efforts toward self-identity and self-realization.
3. Teaching German to seventh-graders to help them improve their social attitudes and behaviors.
4. Teaching Russian to inner-city students in an endeavor to provide them with a successful learning experience, and thus help them view learning more positively.
5. Teaching Spanish as one-third of an educational triad—elementary classroom teacher, television program, and foreign language specialist—to expand the cultural horizons of provincially and regionally oriented students.
6. Teaching *all* subject matter in Spanish in a bilingual elementary or junior high school.
7. Teaching any foreign language as part of a team composed of foreign language teachers, native speakers, and paraprofessional aides.
8. Supervising programmed study in one of the languages in a tutorial relationship.
9. Supervising or teaching a series of two-week mini-programs or modules on varied interest-centered topics.
10. Teaching four-week segments in one foreign language as a part of a semester-long "Introduction to Foreign Language Study" course in a junior high school.

Teacher training . . . for what? For the school as it was, as it is, or as it could be in the hands of a young and enthusiastic teacher? Teacher training to give students greater options in their environment or to perpetuate the "status quo?" What is YOUR teacher training for?

NOTES

1. *Guidelines for Teacher Education Programs in Modern Foreign Languages,* recommendations of the Modern Foreign Language Teachers Preparation Study of the Modern Language Association in cooperation with the National Association of State Directors of Teacher Education and Certification with the support of the Carnegie Corporation of New York. See F. André Paquette, "Guidelines for Teacher Education Programs in Modern Foreign Languages: An Exposition," *Modern Language Journal,* 50:6 (October 1966).

2. Neil Postman and Charles Weingartner, *Teaching as a Subversive Activity* (New York: Delacorte Press, 1969), p. 66.

A LEARNING-CENTERED TEACHER PREPARATION PROGRAM: A SERIES OF APPLIED PROBLEMS

DONALD C. RYBERG
College of Education, University of Minnesota

Communication. That's the watch word of our time. Everyone wants to communicate. To meet this "newly discovered need," a new discipline has been fostered. It is known as "the language of communication."

Psychology departments teach it. English departments, sociology departments, speech departments, even physical education departments teach it. All these departments are eager to send their emissaries out from the classroom and into the television studios, business conventions, and PTA meetings of the land to teach "the language of communication."

But who is teaching the communication of language? Where are the emissaries of the foreign language departments now that one college and university after another is dropping its foreign language requirement. This in a day of emphasis on communication! Have they forgotten that language *is* communication?

Perhaps they have.

After all, how many electronics technicians know a foreign language? How many construction engineers working on foreign projects communicate directly with their workers? How many social engineers or anthropologists studying world cultures can read the current literature of those cultures? How many nuclear physicists, theoretical mathematicians, or industrialists read foreign journals in their fields? How many educators, salesmen, or housewives have even the most rudimentary knowledge of a foreign language? How many voters comprehend the significance of differing cultural values to our foreign policies when electing officials and representatives?

The number would appear to be abysmally low. Yet, a sizable percentage of them have studied foreign languages for some considerable period during the course of their formal schooling. Perhaps that's just the point. They studied foreign languages, but not communication. They studied dialogs, paradigms, or pattern drills.

If these people were to be interviewed about their foreign language learning experiences, most would probably say that they have no aptitude for foreign languages, that foreign languages were too remote from their lives, that the rest of the world will soon learn English anyway, and that they hated it.

The fact is that foreign language teachers have turned off almost all of their students. They have even turned off the Educational Establishment itself with their ineffectual requirements

that are viewed as obstacles rather than opportunities by aspiring degree candidates. It should come as no surprise that professors, who have agonized over their own Ph.D. language requirements, are ready and willing to abolish undergraduate foreign language requirements. Even high school language students are demanding that they not be subjected to more language requirements when they reach college.

Professors aren't stupid; neither are young people. So why is it that almost the only students who finish foreign language programs are future foreign language teachers? Why is it that in an age of expanding world communication language learning is considered so irrelevant?

The cry for relevance in education is probably nowhere more deserved than in foreign language teaching. Language teachers have so limited their view of language learning that vast numbers of Americans truly believe that language *is* the recitation of paradigms, that the only language worth studying is literary language, that there is a mystery in language which only the intellectual elite can discover. Where are the human cultural values? How are these values reflected in languages? How do these values relate to individuals? Despite NDEA, despite more attractive materials, despite high-flown statements about international understanding, the vast majority of foreign language courses continue to be elitist, sterile skill learning, and isolated from real communication.

The most logical place to begin a transformation to relevance is in the training of future teachers, although someone somewhere will probably have to devise yet another retreading program for inservice teachers. The maxim that teachers teach as they were taught will die hard. However, either the maxim dies or the profession does, for without artificial requirements language departments as known now will simply die. May they rest in peace.

In order to break this vicious circle, future teachers must be convinced that, as Lorraine Strasheim puts it, a foreign language "has as an immediate goal the objective of helping the student in his assessment of self through deliberate contrastive teaching . . . . Attention must come off the sterile learning of language for its own sake and onto the learning of language for conceptual and cultural understanding."

If language teachers in the future are to heed these words, they will have to see language in the framework of life itself, as measured by personal adjustment in an impersonal world, compassion for others, and an appreciation of contrasting value systems. To accomplish these ends, present teacher training programs need to be reassessed.

PRESENT PROGRAMS: ASSUMPTIONS AND PRACTICE

The usual college program for teachers includes their general education, the area of major concentration, and the professional sequence. The professional sequence includes: educational foundations, including background of schools and their place in society, and psychological principles of learning, methods of teaching, and student teaching experiences.

The first assumption in training teachers is that language majors have a mastery of their subject matter sufficient to allow them to concentrate on the process of learning what pupils go through. If a teacher's language skills are so minimal that they interfere with what he should be doing, he is plainly not ready to begin serious study of teaching and learning.

The second assumption is that there is a body of knowledge about teaching which is taught in a series of so-called education courses. Students tend to call all education courses, except student teaching, "Mickey Mouse."

Education and methods teachers must bear much of the blame for this characterization, although students themselves are responsible to some degree. Methods teachers tend to teach

too much theory, often unrelated to pressing classroom problems. Generally, the only applied learning comes in the student teaching experiences, except, of course, for those students who have had applied language experiences such as study and travel abroad. Further, methods teachers are often college language teachers who have never taught American teenagers. And, worst of all, methods teaching often falls to the youngest, least experienced person in a department as an annoying and distasteful initiation rite to be undergone before becoming a full-fledged member of the academic community.

Students, too, must share some of the blame. They tend to believe that they are already experts in teaching, having so recently gone through the language learning process, for whatever it was worth. Further, they have "heard" about education courses and come with their minds so set against them that the courses usually live up to the expectations. Then, of course, they have been taught "how to learn" by the whole system of higher education. That means, they are to learn facts and ideas which are to be fed back on exams and forgotten. Application of learning is a step with which college students are not familiar. Thus, attempts to have them write simulated lesson plans, hypothetical drills, sample tests, and so forth are labelled "Mickey Mouse." However, it's interesting that those same courses offered to mature adults with some experience or comprehension of teaching problems are often felt to be very useful.

To compound the problems, the future foreign language teacher seldom has an opportunity to see the total school curriculum in perspective. One need only observe language teachers in public schools. They are noted for their isolation from other disciplines. Rare is the interdisciplinary program with language teachers participating. Rare is the foreign language program which caters to students other than those going on to college. Rare is the foreign language program with vocational goals other than language teaching.

The third assumption is that the body of knowledge in teacher education can be taught through existing course models. It is becoming increasingly clear that teaching by means of lecture and discussion is ineffective. Group learning is seldom effective in itself. Even involving students actively by means of inquiry methods and discussion is only a partial answer. Programmed learning is another way to involve the student actively. However, in reality, none of these traditional teaching modes has proved to be of more than limited use. Group learning is too easily passive. Discussion is too often regurgitation of reading assignments, or is monopolized by a handful of extroverts playing to a roomful of passive and probably antagonistic students. Programmed learning with its small incremental steps tends to constrain thought and produce apathy. Since present models are all unsatisfactory to some degree, attempts are being made to redirect the focus.

A LEARNING-CENTERED APPROACH

To provide a new focus, a total Learning-Centered Teacher Preparation Program is suggested. This program is conceived as a series of problems. It would cover a broad spectrum of projects relating school and community, the curricular areas, and school supporting services such as guidance and counseling, administration, and staff and student organization. It would include the study of human learning and would require practical application of learning principles to actual classroom study. These learning problems would be planned and executed by future teachers during their student teaching experiences in public schools, hopefully with the cooperation of their supervising teachers. The learning problems would stress individual human values and cross-cultural communication above all. It is felt that a comprehensive program

combining all of these elements (consideration of student needs, interests, and learning modes) in actual rather than simulated application followed by small group discussion sessions of seminars would help eliminate the danger of theory's never becoming practice, the dehumanization of language study to sterile skills, the departmental insulation of language teachers, and non-productive busywork.

UPDATING APPLIED LEARNING THEORY

The emphasis on learning rather than teaching requires that future teachers understand present theories of learning and have experience in their application. A recent article by Gagné (1970) summarizes current thinking in learning theory. He writes that there appears to be a movement away from the *Connectionist* view of learning based on *Stimulus-Response*. The idea that *Retention,* or strength of learning, is a function of *Practice* is also being disputed. It has been demonstrated experimentally that the condition of *Prerequisite Learning* may be the major factor. If this is the case, it means that each successive stage of language growth is dependent upon the stages preceding it. Obviously then, language teachers and curriculum developers must define each stage of learning, each skill to be learned, and each learning unit in terms of prerequisite steps. It goes without saying that diagnostic tests which can detect possible deficiencies along the way must be devised.

According to Gagné, recent experiments suggest that, instead of simple connection or stimulus-response, a complex series of processes takes place within the learner's nervous system. This is called the *Information-Processing* view. It states that: (1) information is registered through the senses of the learner and remains there only momentarily. This is the perception stage. The information is then (2) placed in short-term storage for perhaps 30 seconds while it is subjected to an internal reviewing mechanism which organizes and rehearses it. It is then (3) rejected, or transformed and reorganized by a coding process to fit into the organism's structure of experience. To aid the process of coding information, teachers need to develop strategies of presentation which are called "advance organizers" or "anchoring ideas." Information is then transferred to (4) long-term storage, where it remains available in the mind's networks of concepts for (5) retrieval. Retrieval of information depends upon creative teachers who can design and use sets of useful conceptual networks or "superordinate" categories. Such networks will, of course, vary greatly from student to student depending upon an individual's background of referents.

These new theories are clearly contrary to many traditional audiolingual practices. This does not, of course, imply that this is the final judgment by any means. For example, mere repetition to the point of "overlearning" is largely discredited for the learning of language structure systems in the *cognitive domain*. So is the technique of drilling language patterns without spelling out their purpose. On the other hand, learning of language skills belongs to the *psychomotor domain* and can be developed through repeated practice, providing the practice is meaningful and transformational. The *affective domain* never played a serious role in audiolingual methodology.

Bauer (1969) has attempted to relate the three domains of learning as defined by Bloom (1956) and Kratwohl, Bloom, *et al*. (1964) to foreign language acquisition, specifically to German. To do this, he has developed hierarchies of objectives and criteria in all three domains, showing points of co-occurrence, interaction, and overlap.

The importance of Bauer's study for the language teacher is that it defines clearly and broadly what it is that has to be learned in a foreign language. Then, depending on the position

of any specific learning goal in the domain hierarchies, the approach may be tailored to a particular group or individuals according to their needs.

The study is particularly useful in its treatment of the *affective domain,* since the dynamics of attitude change and motivation have traditionally been left to the whims of the classroom teacher. Without systemization, affective goals have, in effect, been left largely to chance. The neglect of affective factors accounts for a good deal of the ineffectiveness of American teaching.

This is borne out in the studies of Carroll (1962) and Pimsleur (1964); these indicate that only fifty percent of variation in foreign language achievement is due to intelligence, aptitude, and prior achievement. Bauer's survey of experimental literature shows that attitudes are not gross motivational states, but consist of specific components which can be identified. Having identified some of these components, he develops objectives and criteria with reference to approach, content, sequence, and strategy.

The taxonomy of objectives ranges from simple awareness of cultural or linguistic similarities and differences through an internalization of value complexes which allows the student to form points of view consistent with those of native speakers. Corresponding criteria range from simple *recognition* of patterns of linguistic and cultural organization through *commitment* to a value system as evidenced by a student's defense against an attack on that system. Throughout the taxonomy, teachers are urged to avoid linguistic evaluation or appraisal wherever it might stifle student satisfactions or affective goals.

Without doubt, the affective area has been sorely neglected. Inservice teachers are seldom aware of its existence. Students who have progressed to more advanced affective levels have done so more by chance than by design. It is therefore important that each student teacher have practice in analyzing, planning for, and arranging affective experiences.

In analyzing the *cognitive domain,* language learning presents special problems not encountered in other subject fields. Cognitive processes are so intertwined with language itself that they are difficult to define. In any case, it appears that strict audiolingual materials tended to neglect such integrative activities as concept formation in favor of specific performance in specific skills. They also tried to "save" students from negative examples by anticipating problem areas in advance. Thus students were denied the typically cognitive activities of concept formation and hypothesis testing. Objectives in the Bauer study range from simple perception of linguistic signals to synthesizing detailed structural and lexical relationships. This means that the foreign language student moves from discriminating phonemes in minimal pairs to accurate generating of unique utterances when applying knowledge of structure to lexical repertoire.

The cognitive domain concerns language competence. The *psychomotor domain,* on the other hand, involves language performance. It is concerned with neuromuscular coordination and simultaneously involves the affective and the cognitive domains in actual communication. For example, psychomotor involvement with affective behavior may be negatively demonstrated in the case of a frightened or disturbed speaker who performs poorly.

Psychomotor behaviors vary considerably and are dependent upon the degree of interaction with the cognitive and affective. Cognitive learning (competence) must precede psychomotor behavior (performance); positive affective behavior aids both. A balance must be achieved before psychomotor behavior can occur. Thus, the tenet of audiolingual theory that habit formation leads to inductive awareness of structure is again disputed. Development of psychomotor skills is not seen as a purely mechanical process. Learning objectives begin with cognitive perception and discrimination of sensory stimuli and continue through immediate recall and

application of structural and lexical features. Criteria range from simple discrimination tests through manipulation of linguistic features acceptable to native speakers.

SUGGESTED MODEL FOR LEARNING-CENTERED UNITS

Various models of teaching-learning situations have been suggested and used. Ryans (1965) suggests an Information Processing/Information Forwarding System Model, which will be the basis for the kind of Learning-Centered Teacher Preparation Units to be suggested. This model emphasizes: a) the interdependence of conditions and teacher-pupil behaviors in the teaching-learning process; b) the reception and incorporation of information and behavior into behavioral repertoires; and c) the informational exchange or feedback involved in instructional systems.

The first part of the model proposed is Input/Teacher Behavior/Information Forwarding. It includes five broad types of information-forwarding behaviors which are instrumental behaviors of teachers intended to lead to attainment of educational objectives. These behaviors are: 1) organizing/planning/managing; 2) presenting/explaining/demonstrating; 3) motivating/reinforcing; 4) evaluating; 5) counseling/advising.

Each learning-centered problem will include specific background readings and/or a bibliography. Using these references, and taking into account the conditions given in his specific student-teaching situation, the trainee will write a lesson plan including behavioral objectives, content organization, and planned strategies and learning experiences. He will then present the lesson, and evaluate the learning that is going on.

An individual problem may be a single aspect of a day's learning, or it may be extended learning covering a longer period of time.

The second part of the model is Output/Pupil Behavior/Information Processing. It represents the attainment of educational objectives as accomplished through the information-forwarding behaviors. It is defined in terms of specified pupil behaviors. They are categorized as: 1) performance skills, 2) demonstrated understandings, 3) work habits, 4) attitudes and values, and 5) acceptable personal-social adjustment. All of these are measurable aspects of learning.

The behavioral objectives stated in the first part will specify learning criteria for each category applicable to the teaching situation. Trainees will compare learning results with stated criteria and report them in writing.

The third part of the model is a function of the first and second: Input-Output Effectiveness. The factors involved are: 1) optimum time-to-learning, 2) optimum retention rates, 3) transfer/retrieval, and 4) effort-to-outcome, or overall efficiency, a combination of the first three. All these factors are necessarily related to the values of particular students, groups of students, school systems, communities, and teachers as they delimit educational objectives for themselves.

Evaluation of student learning may indicate that the process needs modification in whole or in part. According to the factors stated above, the trainee will assess effectiveness in writing with criticisms and recommendations. in addition, he will be expected to share his experiences in weekly discussion sessions or seminars.

Criteria used for evaluating each completed unit should be concerned with:

A. Objectivity
    1. Precisely stated behavioral objectives
    2. Clearly defined strategies based on stated learning principles
    3. Actual pupil learning as tested against objectives

4. Trainee self-evaluation: analysis, criticisms, judgments

B. Affective goals
   1. Relevancy to individual needs, interests, learning styles, and vocational plans of pupils
   2. Creative use of media, variety of strategies, integrative activities
   3. Sensitivity to cultural values, implications for total school curriculum, to individual learning difficulties

C. Participation in group discussion or seminar
   1. Self-evaluation, self-perception
   2. Posing and answering specific questions
   3. Sharing experiences, cooperation with other trainees

D. Other
   1. Stated specific criteria depending on the nature of particular problem units

REPRESENTATIVE SUGGESTED SUBJECTS FOR LEARNING-CENTERED UNITS

The foreign language teacher needs to be prepared in several broad areas. These are general areas of competence and performance. Some selected representative subjects for Learning-Centered Units are listed below. They are grouped according to areas.

The categories or areas should not be considered mutually exclusive. For example, some deal with general classroom techniques, some with learning principles, some with foreign language skills. It is expected that, when a trainee is planning and carrying out a unit on the application of a learning principle, he will have to incorporate appropriate classroom techniques and, most likely, some phase of a language skill. Thus, although each specific unit may be carried out only once, successive units will reenter and reinforce specific teacher behaviors regularly.

Although it may be desirable for trainees to select a unit such as Lesson Planning before others, units probably cannot follow a prescribed order from a practical point of view. Therefore, to account for individual variations, they were not arranged sequentially. All trainees will be student teaching, but they will probably be placed in various schools and at various levels. They will therefore need to select many of the units on the basis of their pupils' classroom needs. Of course, trainees can be working on a number of units simultaneously, and units may be in various stages at any time.

Starred units should be recommended or required of all teacher trainees. Of the remaining units, trainees should select and complete a specified minimum number. Units may be selected on the basis of the trainee's particular interest areas, his immediate student-teaching needs, his future needs as he develops his personal career goals, and his deficiencies as he perceives them.

A. CLASSROOM MANAGEMENT AND ORGANIZATION
   *1. Lesson Planning
   *2. Pupil discipline in the classroom
   3. Behavior modification
   4. Utilizing conversation groups
   *5. Language laboratory procedures and utilization

B. PRINCIPLES OF LEARNING

*6. Learning through active participation
*7. Using reinforcement
*8. The base of prerequisite knowledge
9. Hypothesis testing in cognitive learning
10. Balance of affective and psychomotor factors
*11. Goal orientation in affective development

C. INSTRUCTIONAL TECHNIQUES

*12. Warm-up activities
*13. Dialog introduction
*14. Structure presentation
*15. Role playing
*16. Correcting errors

D. FOREIGN LANGUAGE SKILLS: LISTENING COMPREHENSION

*17. Discriminating phonemes
*18. Identifying intonation patterns
*19. Identifying word groupings
*20. Identifying structure
*21. Developing retention with comprehension

E. FOREIGN LANGUAGE SKILLS: SPEAKING

*22. Pronunciation
*23. Imitating models
*24. Intonation patterns
*25. Dialog learning
*26. Directed speech

F. FOREIGN LANGUAGE SKILLS: READING

*27. Pre-reading instruction
*28. Sound-symbol correspondence
*29. Recombination reading
*30. Inferring meaning
*31. Controlled reading

G. FOREIGN LANGUAGE SKILLS: WRITING

*32. Copying
*33. Reproducing learned language segments
*34. Recombination
*35. Guided writing
*36. Composition

H. FOREIGN LANGUAGE STRUCTURE

*37. Utilizing patterns for practice
*38. Using functional terminology

*39. Presenting structural concepts
*40. Generalizing structure through analogy
*41. Contextual review

I. TEACHING FOREIGN CULTURE
*42. Discriminating contrasting values
*43. Distinguishing non-equivalent meaning
*44. Studying social mores
45. Appreciating folk music
46. Experiencing emotion through literature

J. TESTING AND EVALUATION
*47. Testing prerequisite learning
*48. Evaluating daily achievement
49. Evaluating attitudinal change
50. Testing proficiency
*51. Grading procedures and rationale

K. TECHNOLOGICAL MEDIA
*52. Using the language laboratory
*53. Using the overhead projector
*54. Using the 16mm film projector
*55. Preparing transparencies
*56. Preparing laboratory tapes

L. EDUCATIONAL FOUNDATIONS
57. School administrative structure
58. Community control of schools
*59. Guidance and counseling services
*60. Instructional materials centers
*61. Curricular goals in other disciplines

M. COMMUNITY RESOURCES
*62. Parent Teacher Associations
*63. Out-of-school resources: films, clubs, concerts
64. Ethnic community involvement
65. Cooperation with local institutions: libraries, colleges, galleries

N. PROFESSIONALISM
*66. Foreign language teachers' organizations
67. General teachers' organizations
*68. Professional attitudes and behaviors
*69. Sources for educational materials
70. Preparing for a new position

SUMMING UP

A Learning-Centered Teacher Preparation Program must of necessity look at learning on two separate levels. The ultimate and most important level is the learning of the school pupil, but the immediate level is the learning of the future teacher. The content of each of the suggested units will concern the former, while the process used to take the future teacher through the content of the unit is concerned with the latter.

A new model for teacher preparation must be consistent with current theories of learning, must consider all domains of learning, and must be flexible enough to allow for a considerable degree of individualization.

The model proposed would appear to perform the desired roles. Pupil learning is accounted for by consideration of conditions involved, the mutuality of teacher-pupil interaction, and especially by concern for the means of processing information into pupil memory stores. On the other hand, the learning role of the future teacher is enhanced by the active role he plays, since he must translate cognitive knowledge into action as he manages conditions and behaviors in the classroom. Particularly important for both is the element of continuous feedback. This feedback, of course, is of special interest to the teacher trainer.

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RESPONSE

LESTER W. McKIM
Foreign Language Coordinator, Bellevue (Washington) Public Schools

I suppose one could say that communication is the watch word of this symposium. It is "in-house" communication, so we are not acting as the emissaries Mr. Ryberg calls for in his paper. But perhaps that is as it should be. Among the 30,000 or so American foreign language teachers, very few trust any of their colleagues' judgments about teaching.

We are in agreement on some topics. When one of us says "language *is* communication," the rest of us sagely nod our heads. Language *is* communication; we *are* multi-language teachers; thus, we *are* multi-communicators. Our problem is that we are communicating the wrong things—and I include myself in the "we," along with Mr. Ryberg and the rest of the participants in this symposium.

The introduction of Mr. Ryberg's paper paraphrases the kind of self-flagellation and deprecation practiced during the late 1950's. At that time we were fortunate. The country was in a mood to look outward, to examine other cultures. When scientists, as a result of their inability to read science journals in Russian, were surprised by Sputnik, foreign language education leaped into prominence.

At a time when the country is in an inward-looking mood, with a tendency to suspect anything that is foreign, our chances to benefit from public denunciation of our profession are much less than they were ten or fifteen years ago. Then we complained because we were teaching dry facts about the country and literature; what we wanted to do was to get all kids involved in language learning through drill-work: dialogs, paradigms, or pattern drills. Can we blame the government and foundations when they point out that the main difference between the communication of 1970 and 1955—after the expenditure of millions of dollars for support of our efforts—is that we are now ridiculing the *A-LM* rather than *El Camino Real* and are calling for relevancy rather than drills?

I am in complete agreement with Mr. Ryberg that "the most logical place to begin a transformation to relevance is in the training of future teachers." That is one of the few statements about which the teaching profession in general has been in agreement for many years—since long before Sputnik, the NDEA, and other trappings of the multi-communicators' honeymoon. But I am not surprised that funds are lacking for experimentation with our new panaceas.

There is an irrefutable assumption from which we cannot escape: that is that all school learning is bound up in a triangle of the teacher, the student, and the curriculum. The teacher must have command of, and *commitment to,* his curriculum. He must have the ability to analyze the problems of students, and establish rapport with them.

As a profession, we are questioning the relationship of the students and the curriculum. Our quest for individualization and relevance has brought a new jargon into vogue. We now talk of self-pacing, differentiated learning styles, continuous progress, and individualized instruction.

But we are stuck with the materials that *we called for and were given* a short decade ago. And we are not going to get new materials very soon. All we have to do to check the truth of that statement is to talk with a publisher about plans for major textbook revisions and plans for new textbooks.

Our professional communication, then, needs to take a new approach. A good place to begin is with an occasional admission of pride about the accomplishments of the last ten years. If I have to enumerate them for you, we are indeed in bad shape.

A good method for following through is with an analysis of our basic assumptions, of our practices in teacher training, and of the conditions that will dictate the amount of changes possible in our practices. It is my function to point out features of Mr. Ryberg's proposal that you should discuss while you are here and perhaps consider even more seriously after you leave.

In his paper, Mr. Ryberg juxtaposes "Present Programs: Assumptions and Practice" with "A Learning Centered Approach." The danger of such a juxtaposition is that the former is communicated as mostly negative and the latter as mostly positive. One does not evolve from or build on the other. Still the three basic assumptions of present programs must be considered.

The need for language mastery is widely accepted by the foreign language teaching profession—though we cannot agree on details of that mastery.

We are not so sure that our colleagues in the colleges of education have anything of value to say, but they should not let that hamper their efforts to communicate with us. As I pointed out earlier, we do not trust the judgment of our foreign language colleagues either.

The inefficiency of our current course models is widely recognized, both in the colleges of education and in our camp.

The "learning-centered" plan concentrates on the student's corner of the triangle. The student we are discussing today is the future foreign language teacher, not the language learner whom he will teach. But if the teacher is to teach, or lead students to discover the full taxonomy of Mr. Ryberg's objectives, he must have command of that taxonomy. Mr. Ryberg states that "Inservice teachers are rarely aware of its existence." I would go a step further and state that there are few experts and almost no materials available for aware but ignorant inservice teachers who want help.

In his discussion of psychomotor skills, Mr. Ryberg demonstrates one of our problems in communication. He says, "Learning objectives begin with cognitive perception and discrimination of sensory stimuli and continue through immediate recall and application of structural and lexical features." Try that sentence the next time you act as an emissary at a local PTA meeting. To be more fair, try it on your colleagues at this symposium. If you encounter confusion, beware of using it with your future teacher. He will be "turned off" as fast as the future students in his classes.

I cannot argue with Mr. Ryberg's thesis that the future teacher needs training in most of the seventy units he lists. My only tendency would be to put stars on the units left optional. That list can serve as a checklist for evaluating teacher training programs and trainees or, better yet, for reorganization of such programs. It testifies to the complexity of our foreign language teacher training task. (However the list does not suggest a level of competence for each of the units or a set of conditions for the demonstration of that competence.)

Moving back from Mr. Ryberg's list to his suggested model for learning-centered units, I am not very comfortable with the information available here. I like the three parts of the model. I am seduced by the beauty of the logic and the scientific approach—much as I was by the science and logic of the applied linguists ten years ago. I am uncomfortable with the gaps in the infor-

mation. Someone has said—or should have said—that to err seriously one time is human, but only fools continue to make the same types of errors.

Mr Ryberg's paper shows his awareness of current learning theory. It indicates new directions that the profession must take. He is breaking new ground and needs our help. We can help him and our profession if we will help fill in the gaps, then implement a model based on current realities. I shall close with a list of gaps and realities, as I see them.

GAPS

1. Who will do the teacher training?
2. What comes before the student teaching experience?
   (Ryberg: "All trainees will be student teaching . . .")
3. How long is the training?
4. Who observes and critiques the trainee?
5. What graduate programs are available for inservice work?

REALITIES

1. It has been proven that most colleges will not make necessary changes required to become effective teacher training institutuions, at least with the kinds of pressures that have been exerted so far.

2. Local school districts are involved as never before in inservice work as a result of the inadequacy of colleges. Their efforts are too little and too late.

3. Publishing companies have also become involved in teacher training in recognition of the college and district inadequacies. They are hampered by bad image, insufficient money, and inadequate staff.

ADDITIONAL REMARKS AND DISCUSSION

RYBERG: During the past few months I have arrived at the conclusion that the foreign language teaching profession as a whole should probably be pronounced dead. I would like to quote several statements made by a student teacher at the University of Minnesota last spring in a paper she wrote about her involvement in the student strike after the Cambodian incursion. She says, "I am representative of many high-achieving students who find it fairly easy to rationalize in highly intellectual ways, and finally not take a stand. Academia promotes this behavior by strongly reinforcing intellectual appreciation of a situation and the ability to verbalize all of the theories, questions, and so forth. This is important, but it can become a crutch and an escape." She goes on to speak of the psychological phenomenon of our culture to avoid conflict and smooth over differences: "The consequent problems of internal resentment, hostility, and self-alienation can seriously impair the health of a nation. There has been little experience in our teacher preparation with good and effective communication in conflict situations. That means we avoid such situations altogether, and never communicate at all." This can perhaps be said of language learning as well. This young lady, an activist, perhaps even a radical-liberal to quote a well-known leader, is telling us that we have played the academic game and lost. Why do I agree with her? I do because we haven't admitted that there is even a conflict despite over-

whelming statistical evidence of resentment against language requirements, because we still think more in terms of teaching subject matter than in terms of teaching human beings, because we still believe in preparing kids for college requirements that either do not exist any more or are vanishing rapidly, and because we refuse to accept students as they are when we inherit them from other language teachers or language programs. Therefore I would like to propose that the following typical excuses and gripes be banned from this conference: "I must maintain my standards; I must prepare my students for college boards; school administrators are anti-language in my school or my dictrict; the counseling department is ruining the language program; or, it's the fault of the schedule." We know that standards won't be lowered, but replaced by attainable and relevant ones. We know that college language programs don't really attempt to cope with students trained in the high schools. We know that standardized tests don't reflect some of the most important aspects of language learning. We know that teachers have only themselves to blame for unfavorable administrator and counselor attitudes. We know that schedules are excuses for traditional teaching. If we don't face this conflict, there won't be any more conflicts to face.

So, today, I would ask you to join Lorraine Strasheim and me, and become revolutionaries. Let us have guerrilla warfare—direct frontal attacks, as well as attacks of the hit-and-run variety, on established elements of the profession. I mean attack: bombs, burning, interruption, disruption, hijacks. And by subversive activities I mean undermining the status quo. I mean indoctrination, disrespect, sneaking around behind the scenes, infiltration, propaganda. So let's talk about guerrilla warfare first.

Attack. Attack foreign language requirements as educational anachronisms. On the other hand, make those foreign language teachers who have built up holding power without requirements into the folk heroes of our profession, our Che Guevaras. Support them, and have student teachers emulate their examples.

Burn. Burn the books. You may lose standing with your publishers, but if you don't get those young people out into the real world of experience, all of the theoretical expositions in this universe will do no good.

Interrupt. Interrupt all kinds of things, such as the sacred sequence idea. Send your student teachers into the profession with the mission to end the publishers' hold over materials designed to maintain the lockstep classroom.

Bomb. Let's bomb the teacher-as-god concept. Down with the concept of the teacher as a combination ringmaster, choir director, and Shakespearean actor, and up with the idea of the teacher as a facilitator of learning and resource manager.

Disrupt. Let's disrupt the "natural order" of language learning. Train student teachers that the natural order is for babies, and tell them that students should be allowed to specialize in certain skills to the exclusion of others if they want to.

Hijack. Hijack other curricular areas. Social studies is frequently where "it's at." English has tremendous elective programs, and math and science are great as prestige courses.

Confront. Confront the enemy. When the first college teacher of a methods course walks into a public school classroom or, better yet, when he first seeks an exchange teaching agreement with a secondary school teacher to gain some live experience, then we'll know that the revolution has come. Seek him out; invite him; confront him.

Now let's talk about some subversive activities. Indoctrinate. Don't let your student teachers fall for majority ideas that students must be bored endlessly by means of mindless drills.

Ridicule. Ridicule some high-flown academic phrases that are being tossed around, and replace them with humanity. Teach them that six consecutive words communicating an idea

ungrammatically are worth sixty minutes of taped pattern drills. And sneak in the notion that language and culture are inseparable, that goals of cultural appreciation probably precede goals of language skills for most students, and that fluency has little meaning or significance without sensitivity to culture.

Infiltrate. Infiltrate the curriculum with some radical new objectives. Make language a tool, not just a skill.

In the words of the students, let's "get it on." "Right on."

LOVE: Would Mr. Ryberg agree that the learning-centered approach alone will never succeed because it fails to make a dent in the structure and organization of the teacher training process? What we need is a school-centered approach. We frequently forget that our teachers are going to be teaching in schools rather than in model classrooms or chart-filled books, and I feel our trainees need practice and exposure in this environment most of all. Not only would they then see more relelvance in those education courses they did take, but they might also learn if they really did want to be teachers. And hopefully they would learn to depend more on themselves in the classroom situations than on education textbooks.

RYBERG: Obviously the success of any program, and particularly one of this kind, depends upon the application and its location. For example, I can see very well that if certain colleges went into a "learning-centered approach," they might have to do it in the methods class, simulating a classroom situation by using the other methods students for subjects, and obviously this would not work. It would have to be carried out with an actual school situation.

The mind boggles when it considers our 1,200-1,600 teacher-training institutions and their different situations, programs, and means of certification. A school-centered approach, where the trainee actually comes to grips with as great a variety of classroom problems as possible, could help the improvement of the profession as a whole.

RIVERS: I think some of the remarks about the revolution smack a little of the student revolution we hear so much about, where people want to tear everything down, but there isn't a great deal of explanation as to what is to be built in its place. Now in looking at this last part of Mr. Ryberg's paper, it struck me that, having suggested we make such radical changes, what he came up with in practical suggestions was more of the same old thing. For instance, I notice that in talking about speaking, he sets down pronunciation, imitating models, intonation and patent style of learning, and directed speech. Now where is the use of the conceptual networks, where is the practice in retrieval, where is putting all this together in some form of spontaneous interchange? I would like to see this last section worked over so that something of the ideas in the first part of the paper could be reflected in the practical suggestions.

RYBERG: I would agree. The criteria I list at the end of my paper do not operate in a vacuum; our trainees would have to be introduced to them slowly, and possibly even inductively, through situations constructed around the learning principles. In this way, students would grow quite naturally into the act of teaching. My paper does not treat the construction of these situations, both for reasons of time and the fact that they will vary as widely as the individual situations.

GETTING THERE FROM HERE: THE DILEMMA IN MUSIC EDUCATION

JAMES C. CARLSEN
School of Music, University of Washington

When I was invited to prepare a position paper for the Seattle Symposium On the Training of Foreign Language Teachers, one of the first thoughts which occurred to me was the often-repeated phrase, "Music is a universal language." In order to avoid unwarranted analogies that might otherwise be drawn in a discussion with language teachers about teacher training in music, let's examine that phrase.

In its broadest sense, language is the organization of symbols for purposes of expression. In a more specific sense, and undoubtedly the sense in which foreign language teachers use the term, language is the organization of words for the purpose of expressing human ideas. Music, in its broadest sense, is also an organization of symbols for purposes of expression. But in its specific sense, the symbols—organized sounds and silences—have the purpose of expressing human feeling. This distinction is an important one, for while our common task is the preparation of teachers, our individual tasks are to train teachers who will operate, on the one hand, in the communication of ideas, and, on the other, in the communication of human feelings.

If we can assume that attention to the feelings of man is as important as attention to his ideas, then it would appear desirable to develop effective means for training teachers in this area. Though the foreign language teacher and the music teacher are both concerned with symbolic expression in the general sense, certain patterns of teacher training may be appropriate for the one discipline and not the other, for the specific goals lie embedded in ideas on the one hand and in feelings on the other. Susanne Langer has said that:

the form of language does not reflect the natural form of feeling, so we cannot shape any extensive concepts of feeling with the help of ordinary, discursive language. Therefore the words whereby we refer to feeling only name very general kinds of inner experience—excitement, calm, joy, sorrow, love, hate, etc.. But there is no language to describe how one joy differs, sometimes radically, from another. The real nature of feeling is something language as such—as discursive symbolism—cannot render.[1]

Because of the unique expressive purpose of music, it is quite likely that typical verbal models employed in much teacher training will not prove adequate in music education.

I sense that many of us who are responsible for teacher training find ourselves in the dilemma of the stranger who was having a difficult time getting directions from a Vermont farmer. "You go straight ahead," the farmer said, "until you get to the general store, and then

you turn right. Go for about a half-mile to the covered bridge. . . ." The farmer paused. "Nope! That won't work; the bridge is being repaired. Instead of turning at the general store, continue past it for a mile and then turn right. Nope! That won't work either; there's no bridge on that road." Trying once more, he said, "You could go back the way you came about a half-mile, and turn left on a narrow gravel road, but that has had a washout from spring floods." After thinking for another moment, the farmer finally said to the stranger, "I'm sorry, young feller, but you just can't get there from here." There may be one important difference in our problems. At least the stranger knew where it was he wanted to go. I'm not certain we always do.

The very fact that a symposium on foreign language teacher-training has been called suggests that we may yet have some educational problems which need solution. Somewhere we have a suspicion that all is not going well. We have at least a vague notion where it is we want to go, and frequently it appears that the directions we are following should get us there, but we keep arriving at places that are not quite where we wanted to be. Perhaps the problem is twofold: 1) our goals may be imprecise, or only steps toward a more relevant goal not yet articulated; or 2) we may not have found the most effective and efficient route for reaching our goals. Because of my lack of knowledge of your field, I will limit my remarks to music education, and permit you to make any appropriate applications.

What are some of the recent goals that musicians have set for themselves? In 1963, the Arts and Humanities Branch of the Office of Education supported a seminar on music education at Yale University. This seminar brought together a number of people representing a wide cross-section of professional interests in music. It attempted to bring to bear upon problems within the educational structure the ideas of people not normally associated with the educational "system." This seminar identified a number of goals which the group considered important to achieve.[2] One of these goals was the development of musicality, which is defined as "the capacity to express a musical idea accurately through pitch and time. Conversely, it is the capacity to grasp in its completeness and detail a musical statement heard."[3] The seminar was quite critical of the music repertory used in most elementary and secondary schools and recommended that the repertory include "not only [music] of our Western musical heritage at its best, but also jazz and folk music, and [music] of non-Western cultures."[4] This group also emphasized the importance of developing effective instruction in listening, as well as typical experiences in musical performance and composition. Other goals included the establishment of courses in theory and literature for advanced music students in the secondary schools, providing for "musicians in residence," seeking out qualified but non-certified personnel in communities to assist with music instruction, identifying and developing technological media and training teachers in its effective use, and finally the suggestion that "training in music should be given to teachers who are not musicians, training in teaching to musicians who are not teachers, and retraining to teachers now teaching music."[5] One tangible product which has resulted from the Yale Seminar has been the Juilliard Repertory Project. This has been a compilation of previously unavailable music from the Middle Ages to the present, suitable for school use.

Another statement of goals came out of the Comprehensive Musicianship Seminar held at Northwestern University in 1965. This seminar was sponsored by the Contemporary Music Project, administered by the Music Educators National Conference under a grant from the Ford Foundation. Some of the goals expressed by this group included very specific types of outcomes, such as the ability to notate music, the ability to recall musical patterns either by singing or playing on an instrument, and the ability to communicate what is heard by means of correct terminology.[6] This seminar echoed the Yale Seminar when it suggested that the

musical materials used in instruction should include non-Western music, jazz, and folk music, but it added electronic music. The tangible products resulting from this seminar have been a number of institutes throughout the United States sponsored by the Contemporary Music Project. For the most part, these institutes have emphasized the utilization of contemporary music in performance and listening, or creative projects in musical composition.

In 1967 the Music Educators National Conference convened a fifty-member symposium at Tanglewood, the summer home of the Boston Symphony Orchestra in the Berkshire Hills of Massachusetts. The symposium developed a declaration which reads, in part:

The arts afford a continuity with the aesthetic tradition in man's history. Music and other fine arts, largely non-verbal in nature, reach close to the social, psychological roots of man in his search for identity and self-realization.

Educators must accept the responsibility for developing opportunities which meet man's individual needs and the needs of a society plagued by the consequences of changing values, alienation, hostility between generations, racial and international tensions, and the challenges of a new leisure.[7]

The Tanglewood Symposium, like the Yale Seminar and the Comprehensive Musicianship Seminar, was primarily concerned with specific needs in curriculum change. The group at Tanglewood agreed that the musical repertory needed to be expanded, but in particular felt that it must include popular teenage music, or "music of youth" as it has come to be called. David McAllester, one of the participants at the symposium, spoke out strongly in support of this:

In view of these matters, we affirm that it is our duty to seek true musical communication with the great masses of our population. While we continue to develop and make available, to all who are interested, the great musics of the middle class and aristocracy, we must also learn the language of the great musical arts which we have labeled "base" because they are popular.

When we have learned that any musical expression is "music," we hope to be able to reduce the class barriers in our schools and our concert halls. The resulting enrichment of our music will, we hope, give it a new vitality at all levels and provide a united voice that can speak, without sham, of our democratic ideals.[8]

The symposium made a strong point that music instruction in the arts should be general in nature and an integral part of the curriculum at the secondary school level in order to meet the needs of the approximately 80 per cent of high school enrollment not involved in current school music programs. The symposium focused attention upon the peculiar needs of the children who live in the inner-city areas of our large cities, as well as other areas sometimes referred to as "culturally deprived," urging that the music education profession establish as one of its major goals the contribution of its capabilities toward assisting in the solution of the social problems of these children.

One other goal which has been taken into consideration by music educators is the use of technological media now becoming available for instructional situations. Such media include not only the traditional record and tape players, overhead projectors, and films, but also devices such as closed circuit television and portable videotape recorders, the use of language-laboratory-type installations for music, electronic keyboards for group instruction, programmed instructional materials, and computer-assisted instruction. In 1964, under a grant from the United States Office of Education, the Music Educators Conference sponsored a National Conference on the Uses of Educational Media in the Teaching of Music. This conference brought together music educators from each of our fifty states.

Although the conference did not provide much opportunity to work with new technological media, it did make possible extensive discussions of the implications of the media for music instruction. Undoubtedly, one of the more important outcomes of this conference was the publication of a position paper which articulated the role of reinforcement in learning and the importance of stating instructional outcomes in specific terms of behavior.[9]

As a result of these various symposia and conferences, it has become apparent that both the new curricula being proposed and the impact of educational media make our present teacher training programs inadequate to prepare new teachers to meet the demands that will be placed upon them. As a result, the Music Educators National Conference established the Commission on Teacher Education in 1968, and charged it to:

1. Establish needs with respect to preservice and inservice education of music teachers.
2. Determine priorities of concerns in teacher education.
3. Develop guidelines for the preparation of music educators in cooperation with the MENC Contemporary Music Project, the National Association of Schools of Music, the American Association of Colleges for Teacher Education, and other involved organizations.
4. Identify innovative programs in teacher education.
5. Suggest ways in which inservice teacher education programs can best marshal the present members of the profession for meeting the expanding role of music education as delineated in the Tanglewood Declaration.
6. Propose any needed revisions in advanced programs of music education.[10]

One of the most significant steps taken by this commission was the recognition that the most adequate test of a teacher's ability would be the specific competencies that a teacher could demonstrate rather than the number of course credits shown on a transcript. This commission will continue until 1972, and no definitive reports of activities can be expected until that time. But it is important to note that the largest professional organization of musicians in the United States is addressing itself to the critical concern of teacher preparation.

The major role of any professional educational organization should be to assist its members in improving their effectiveness with regard to achieving desired instructional outcomes. If I read my correspondence correctly from your organization, this is the primary purpose of the Seattle Symposium On the Training of Foreign Language Teachers. Any program of action must take into account the various prerequisite steps which are necessary to achieve the goal, and frequently the goals we focus on are themselves only steps toward a more primary objective. I would suggest that the goals of pertinent curricula, appropriate media, and improved teacher training are themselves simply steps or means toward achieving more effective and relevant learning. Our primary goal is really to achieve desired instructional outcomes.

There appears to be considerable agreement that it is valuable to state instructional outcomes in terms of identifiable behavior. In the musical setting, we refer to these outcomes as "musical behaviors," by which we are indicating those processes and actions of individuals who are interacting with musical phenomena. These musical behaviors may be covert, such as perceiving, discriminating, feeling, valuing, etc., in addition to the more observable types of behavior. However, it is important to know that inferences of such covert behavior must be obtained from some kind of observable evidence, and that certain observable behaviors are more precise evidences of such "thinking" and "feeling" processes than other overt behaviors may be.

During the past decade, a growing number of persons have been taking the position that the identification of instructional outcomes in music is basic to the development of curriculum, as well as to the effective selection and use of technological media. These music educators recog-

nize the necessity of such specified outcomes if effective evaluation instruments are to be developed. But, more particularly, these people hold that effective teacher preparation is entirely dependent upon a clear understanding of the desired outcomes of musical instruction, of the curricula requisite to achieve these outcomes, and of the strategies required to implement the curricula.

In spite of the contributions to curriculum revision provided by the Yale Seminar, the Comprehensive Musicianship Seminar, and the Tanglewood Symposium, and in spite of the broadened inclusion of twentieth-century music, music of non-Western cultures, and "youth music," we still know little about the most critical aspect of the entire problem: the potential and diverse kinds of human responses which can be classified as viable musical behaviors, and which of these are relevant as desirable outcomes of musical instruction. Attempts to develop curricula, identify media applications, develop evaluative instruments, or prepare teachers in the field of music can achieve only partial success, at best, without this knowledge.

The Music Educators National Conference appointed an Advisory Committee on the Identification of Musical Behaviors, which, through the Music Education Research Council, has been conducting Research Training Projects throughout the United States. In addition, a major project to identify goals and objectives for the Music Educators National Conference has recently been undertaken. One of the committees for this project has concerned itself with "musical behaviors—identification and evaluation."

Contrary to what many might think, the specification of instructional outcomes in terms of behavior is not mechanistic. Rather, such an approach gets at the essential humanness of man, for the mark of humanness lies in man's responses to the world about him. If the critical characteristic of music is the means for expressing feeling, then it is important that our instructional outcomes be focused more upon man's musical responses than on the music itself, and certainly more than upon the technological media which we employ in the instructional setting. The desirability of a given musical behavior should be determined on the basis of an individual's personal needs. It should not be dictated initially by the nature of the music nor by the devices employed in making the music. Unfortunately, the history of school music shows such prescription to be the case.

For many years, musical instruction in our schools was predicated on a body of literature referred to as Western European art music, and was bounded stylistically by the period from 1600 to 1900. As the report of the Yale Seminar so aptly pointed out, much of the "European type" music used in the schools was only a mediocre imitation. This is not to suggest that there were not sporadic and isolated attempts to break out of such a mold, but, until the mid-fifties, these attempts were essentially ineffective. With the establishment of the Contemporary Music Project by the Ford Foundation, composers were placed in high schools as composers-in-residence. Progressive leaders of bands encouraged more use of modern music by fine twentieth-century composers. Such activity tended to replace the *royal purple* Western European box with a *cubistic* box of twentieth-century modern music, and now, in more recent times, we have included the *exotic* box of non-Western music and the *psychedelic* "youth music" box in our repertoire.

Having thrown open the door to a broad range of musical phenomena, it is now possible for educators to begin identifying the diverse types of responses of which children are capable, and, in particular, to see how those responses correspond to the diverse kinds of music at their disposal. These are empirical kinds of questions, and, as such, must be determined not by logic, but by careful research employing empirical techniques. But in the meantime, informal in-

vestigations within the classroom are being conducted, and valuable information is being gathered.

Both the empirical research and informal type of investigation are making it possible to develop statements of instructional outcomes that are congruent with the needs of the individuals involved. It is becoming increasingly apparent that music educators can no longer operate with *a* curriculum. With the diversity of backgrounds of our children in this multicultural society, it is mandatory that we develop a new type of music teacher—one who is broadly conversant with a wide variety of musics, who is capable of discerning individual backgrounds and needs, who is knowledgeable of the diverse musical behaviors that children can demonstrate, who understands the strategies necessary to achieve these objectives, who has a repertoire of tactics which will permit implementation of his strategies, and who is equipped with skill in the use of materials and media.

These attributes need to be spelled out quite specifically in terms of teacher competencies. These teacher competencies should be no less precisely defined in demonstrable terms than was required of the instructional outcomes themselves.

It is significant to note that the Washington Office of Public Instruction is moving toward a teacher certification procedure which is based upon the demonstration of "specified teacher competencies."[11] Consistent with this, the School of Music at the University of Washington developed a list of teacher competencies for candidates in music education. These included such competencies as the demonstrated ability to read at sight rhythms and melodies of specified difficulty level, to aurally and visually identify representative examples of musical styles, to play music on keyboard instruments of specified levels of difficulty, to sing a variety of folk and art songs in a suitable style, to name and describe the various sound producers used in contemporary musical composition, to conduct any meter with a clear and concise beat while expressing musical style through the use of appropriate conducting gestures, etc..[12] This list of teacher competencies developed at the University of Washington has been used as a base by the Washington Music Educators Association for developing similar statements for that body, and has been used along with other sources by the Teacher Education Commission of MENC for its establishment of teacher competencies. Please take note that none of these lists of teacher competencies, whether developed locally, regionally, or on some national level, can ever be considered static. Since the needs of society are constantly changing, our instructional outcomes must of necessity change as well. And because such changes will require new curricula, the required teacher competencies will also need to be modified. It obviously follows that we can never expect to obtain the *one* effective teacher preparation plan. Our responsibilities are dynamic, and today's best approach must come under tomorrow's close scrutiny.

Nonetheless, existing programs can be useful for modeling purposes. The teacher preparation program in music evolving at the University of Washington may be useful for this purpose.

It appears quite obvious that we must get a student who is a prospective teacher out in the schools where he can meet children and work with them. Some form of contact has to happen so that a teacher can relate to children, and this contact should come early in a prospective teacher's academic career. Too often we wait until the student has reached the point of no return in his academic training before discovering either that he does not want to become a teacher or that he is not equipped in some personal way to be a teacher. In the new curriculum at the University of Washington, this contact with children will take place in the sophomore year, when the prospective teacher will be in the classroom daily for the greater portion of one quarter. This contact will consist of observation and service as a teacher's aide, and will occur at the three levels: elementary, junior high, and senior high. Weekly seminars held conjointly

with this in-school experience will serve to form some elementary relationships between the theory of teaching and the practice of teaching.

In the student's junior year, he will enroll in a course, "Music for the General Student," which will explore the role of music in our multicultural society, the nature of musical experiences proved to be most appropriate for the different developmental stages of the child, principles of learning and instruction appropriate to the instructional outcomes at various age levels, and problems of evaluation which are peculiar to musical learning. Again, in conjunction with this course, students will relate their theories of teaching with actual in-school experience.

In the senior year, students will select two areas of specialization from the areas of early childhood music, later childhood music, music for the general student, instrumental performance, and choral performance. Each of these areas will have specialized curriculum, materials, and methods courses which may be taken concurrently with student teaching. Prospective teachers will student-teach half-time for two quarters, and each quarter will correlate with one of the areas of speciality cited above. By correlating in this way, students again have the opportunity to relate closely teaching theory and teaching practice.

This emphasis upon in-school experience, and particularly upon the practice teaching, is predicated upon the premise that teaching itself is a behavior, and as such can be analyzed and modified. In order to accomplish this, it is important that student teachers be placed in situations where they will have a top-notch supervising teacher. No student teacher should be thrust into a classroom situation and abandoned, but must be carefully observed and carefully guided. Through the use of videotape recorders, our prospective teachers are able to record (both video and audio) their teaching behavior before the class, as well as the class's response. Student teachers bring these tapes into a viewing room and critically examine them for both weaknesses and strengths. This analysis is done both by the student himself, employing self-analysis techniques, and in conjunction with the teacher trainer at the University. The videotape equipment also permits the use of micro-teaching in which a teacher problem is identified and isolated from the complex teaching situation. The prospective teacher, focusing his attention upon this particular problem, teaches a brief lesson to a small group of children after which the tape is replayed and critiqued by the teacher trainer and possibly the other prospective teachers.[13]

And what of evaluation? Can a prospective teacher actually demonstrate all of the competencies which have been prescribed? And if not, has he failed? Or have we as teacher trainers been the ones who have failed? And what implications does this kind of program have for the traditional grading system?

Certainly assessment is a critical factor. We must be certain that our teachers are competent to do their job. The satisfactory completion of a specified list of courses and the accumulation of a number of hours is certainly no indication that a person is qualified to be a teacher. The excitement of a competency-based curriculum is that teaching effectiveness can be demonstrated, provided that the competencies being sought have been described in operational terms.

To imply that our teacher training program in music at the University of Washington has achieved such a goal would be misleading. However it is a direction in which we are currently headed, and a direction in which many other music education programs are moving.

It is to be hoped that the day may soon arrive when all disciplines will identify their instructional outcomes in terms of behaviors appropriate both to the nature of each and to the children being taught, when curricula will be devised specifically to bring about those desired outcomes, when teacher competencies will be identified, explicitly stated, and applied to the de-

velopment of necessary teaching strategies, and when teacher education programs are built directly on these prerequisite steps. When that day comes, we can be pretty sure of getting there from here.

NOTES

1. Susanne K. Langer, "The Cultural Importance of the Arts," *The Journal of Aesthetic Education,* Inaugural issue, Spring 1966, pp. 8-9.

2. Claude V. Palisca, *Music in Our Schools: A Search for Improvement,* Report of the Yale Seminar on Music Education (Washington, D.C.: U.S. Government Printing Office, OE-33033, Bulletin 1964, No. 28).

3. *Ibid.,* p. 6.

4. *Ibid.,* p. 53.

5. *Ibid.,* p. 55.

6. *Comprehensive Musicianship: The Foundation for College Education in Music,* A Report of the Seminar sponsored by the Contemporary Music Project at Northwestern University (Washington, D.C.: Music Educators National Conference, 1965).

7. Robert A. Choate (ed.). *Documentary Report of the Tanglewood Symposium.* Washington, D.C.: Music Educators National Conference. 1968, p. 139.

8. *Ibid.,* p. 138.

9. See Israel Goldiamond and Stanley Pliskoff, "Music Education and the Rationale Underlying Programmed Instruction," *Music Educators Journal,* Vol. 51, No. 4, February-March 1965, pp. 43f.

10. Robert H. Klotman, *Commission on Teacher Education,* First Progress Report to the MENC National Executive Board, August 17, 1969.

11. *Statement of Standards for Preparation of School Professional Personnel Leading to Certification* (Olympia, Washington: State Superintendent of Public Instruction, April 1968).

12. A copy of this list of competencies can be obtained from the Music Education Office, School of Music, University of Washington, Seattle, Washington 98105.

13. For a detailed description of micro-teaching techniques in music teacher preparation, see Wolfgang Kuhn, "Holding a Monitor up to Life: Micro-teaching," *Music Educators Journal,* Vol. 55, No. 4, December 1968, pp. 49-53.

RESPONSE

CARL DELLACCIO
Tacoma Public Schools

Most of what Dr. Carlsen says about music can be said for foreign languages. If we were to substitute "foreign language instruction" in place of "music instruction," the main ideas of the paper would apply significantly to the training of foreign language teachers.

Foreign languages are in the same mess as music, for our objectives are no more precise than those of the music field, and perhaps even less so. Therefore, we too don't know the best ways of achieving our fuzzy goals. Worse off than music, we are serving a much smaller school population, and the prospects for increasing the number of customers are considerably dimmer. If we are not actually losing more customers each year, we certainly are having a difficult time holding on to the ones we have. If we are to serve the eighty percent of the school population that music is striving for, then we too need to make our instruction more general in nature. Foreign languages must become an integral part of the school curriculum.

For the sake of emphasis, and because what he says about music is equally pertinent to foreign languages, I want to review briefly some of those points that Dr. Carlsen suggests for the improvement of instruction in music. I believe foreign languages would do well to include these in the upgrading of its teacher training programs.

Foreign language teacher training programs have got to concentrate on specific competencies that a teacher can demonstrate, rather than on the accumulation of a definite number of course credits as is the case today for the certification of most student teachers. Rather, certification should be based on performance following the completion of an approved program.

Our instructional activities have got to focus much more on the individual person than on the subject matter itself. The individual's personal needs should receive top priority in the course. If student behavior is to be changed in our classrooms, then teachers have to be trained to be skillful in promoting self-directed, self-chosen change in their students. More emphasis has to be placed on learning than on teaching. Teachers will have to assume more the role of facilitator of learning and view as their major interest the promotion of learning in a vital, personal, and human climate. We have got to start turning out young teachers who will be innovative in their teaching and also be personal with their students, for too many of today's classrooms are characterized by the lack of both personal human warmth and refreshing change.

The foreign language course must be expanded to include a variety of experiences if the needs of a larger number of students are to be met. Linguistic objectives should not be the only important ones of the course. Cultural, musical, artistic, and other outcomes desired by our students must begin to play more dominant roles. These other desired objectives must have the same position of importance in the course that the college preparatory objective presently occupies in most courses today.

Our training programs have got to get prospective teachers out into the reality of the schools where they, as in music education, can meet and work with students. Entirely too many of the present teacher training programs insulate the candidate from this valuable and much-needed experience until his cadet or practice teaching period. In too many cases, this experience is too little and too late to do the candidate any real good. The plan to give this experience as early as the sophomore year in the music program is most desirable and should be copied by the foreign language programs.

Since improvement cannot take place without change, it is important that teachers receive some training in coping with change. Training experience should include techniques for self-improvement. As Dr. Carlsen points out, technological equipment for this activity is available. Actually, the advances in technology have far surpassed our knowledge of using the technological media available to us today. More work needs to be done in this area than is presently taking place on the campuses.

Here are some other inadequacies in our present-day training programs. The profession is still demonstrating its inability to work out some profession-wide, clear, and precise objectives. Few training programs have developed an appropriate curriculum for training the kind of teachers that today's youth need. We still have not included in our programs a wide enough variety of teaching strategies that our teachers can deal successfully with the many *kinds of* students in our schools today. Programs for helping teachers evaluate themselves and their students in an effective manner are in need of considerable improvement.

When Dr. Carlsen says that the desirability of a given musical behavior should be determined on the basis of an individual's personal needs, he is, in my opinion, talking about individualizing instruction. I see this area as one of the weakest in the training of foreign language teachers. Our teachers need training in ways of giving attention to, and showing concern for, the individual student. Differences between students should govern assignments, grouping practices, class activities, use of materials and especially evaluation. In order to do this successfully, teachers must be taught how to use many learning materials, records, tapes, television, radio, programmed materials, films, film strips, pamphlets, magazines, and reference works. In today's classroom, instruction is too often dominated by the text book. Discussions based on readings, observations of good models, lectures and other means must be reinforced by actual classroom practice under the guidance of expert teacher trainers so that the learnings can be converted into successful classroom behavior patterns.

The theories of instruction gained by the prospective teacher from his readings, lectures and discussions must be put into practice under actual classroom conditions. Teachers need to see and understand that good instruction is based on sound theory. Training in instructional procedures must get the teacher to discover what the student knows when the course begins, to diagnose his achievement and his problems, and to tailor the teaching according to the results of the diagnosis. Training programs must get teachers to understand and use under actual classroom conditions such learning principles as appropriate practice, perceived purpose, and knowledge of results.

The kind of training that today's world needs and that young people are demanding will require longer and better periods of training. Internship programs, like the one being used by the School of Music at the University of Washington, must play a more important part in the professional training of today's career teacher. Graduate programs need to be designed for the purpose of training teachers for highly specialized, differentiated teaching roles. Team-teaching skills should be made available to today's practicing classroom teachers. Until teaching occupies the same level of importance that scholarly research presently does in the eyes of the

university, little, if any, significant progress is going to take place in its teacher training programs.

ADDITIONAL REMARKS AND DISCUSSION

CARLSEN: As a musician bound to speak before a foreign language symposium, I immediately thought of the phrase "Music is the universal language." But there are some essential differences between our disciplines, for put simplistically, language communicates ideas while music communicates feelings. Frequently, however, we have been so concerned with the skills and knowledge of music, and perhaps this is true of language teaching, that we have found students become terribly frustrated. They couldn't discover that they were expressing anything, and the very essential purpose of both our disciplines is that of expression. It reminds me of my basic training period in the Second World War. We had a lieutenant from Tennessee whose stock answer to any GI questions about the utility of some activity was "Remember that. It will help you when you get overseas." Well most of us didn't want to get overseas, and the motivation for remembering it was never terribly great.

Houston Smith, in his book on "Purposes of Higher Education," said something to the effect that study of a foreign language is important because it creases the mind while increasing it. Now I kind of like that, except that it sounds somewhat like this other idea that it's good for you, that it'll help you when you get overseas. But I think that what Smith is actually saying is that knowledge and skill are functional, and that one of their important functions is to provide us with new perspectives.

In the same way, music is functional as a medium for expression. We must recognize that we're dealing with people in life who have day-to-day contacts with sun, moon, heat, cold, clothing, political traumas, or whatever. They have ideas and perceptions about these aspects of life, and would like to be able to express them. When the climate of the academy and discipline is so arranged that the student feels free to express himself, then he will eagerly work to develop the skills and knowledge he needs to make that expression.

The papers, including my own, have contained many answers, but I think we really need to determine the question. "How do we do better training?" should perhaps be transformed into "What do the students need to learn?" We need to know where we are going; otherwise, we may find out we're ending up someplace else.

Let me suggest a priority order. I hope all disciplines will someday identify their instructional outcomes in terms of behaviors appropriate to the nature of the discipline—in our cases, the expression of ideas or the expression of feeling—and to the children being taught in certain conditions. If that becomes our primary task, then our secondary task is to determine the types of curricula needed for that expression. And once we determine what kinds of curricula are needed, then we can specify the kinds of competencies teachers must have in order to operate within the cirricular structure. Then we can begin to ask the question "How do we train teachers?" And then we can arrive at some meaningful answers.

RIVERS: In order to train teachers for "reality," I would suggest that the colleges take responsibility for the student's theoretical background. Then the schools would take responsibility for a full year of internship under the supervision of a master teacher. In this way we might be able to bridge the gap between reality and theory.

DELLACCIO: The same idea is presented in detail in "Teachers for the Real World," a task force

text on the training of teachers and supervisors and the development of materials and research. It's a good book developed around the concept of a training complex, and well worth reading.

WILKINS: I would like to draw further on the parallel between language education and music education, and think in terms of what we idealize in terms of terminal behavior for students. In the past it has been believed that we could teach language proficiency in four years. I doubt that a musician would consider four years adequate for proficiency on an instrument. We also have felt that aesthetic appreciation of this cannot precede functioning at the skill level. I wonder if this would also be true in music; I rather doubt it. And finally, when it comes to one particular skill, I have the feeling that we have tried to make little Joseph Conrads out of our foreign language students in four years of study. I wonder if a music teacher expects to make a composer out of an elementary student after the same amount of time. And, finally, what could the affective aspects of exposure to four years of either music or language possibly be?

CARLSEN: Proficiency is a nonoperational term. It has usually meant an artificial standard set by some great speaker or writer of the language. But if in fact language is functional, we must set our proficiency standards in terms of its function. We must begin with ideas that people can deal with, and not wait until the students have reached a certain arbitrary reading or language readiness before letting them develop the ability to speak. I'm reminded of the story about the teacher who sent little Ambrose home with a note that said: "Ambrose is too stupid to learn French." Ambrose's mother wrote back, and asked the teacher: "Please tell me what language stupid little French boys speak." We must beware of the same trap in either music or foreign language.

WHAT DO WE REALLY WANT FROM A FOREIGN LANGUAGE TEACHER?

M. PHILLIP LEAMON
Department of Foreign Language Education, Florida State University

As we consider ways to improve the training of foreign language teachers—to work toward a professional discipline of Foreign Language Education—let us look briefly at the kind of person we want in any of our classrooms; then let us think about a few of the developments that have brought us to our present situation; and, finally, as a basis for further discussion, planning, and action, let us examine both suggestions in the recent literature and practices that have been initiated.

THE GENERAL EDUCATION OF A TEACHER

Our country is rightly concerned about its need for more teachers with a sound, thorough basic education. No matter how many buildings or how much equipment a community provides its children and young people, the crucial factor will always remain the teacher. And the crucial factors in the preparation of a really first-rate teacher are both the extent to which he has received a broad liberal education and the extent to which his intellectual curiosity has been stimulated. The formation of the teacher is the key to the success of an educational program. A poor teacher will impart but little to his pupils in spite of the best possible program; a superior teacher will transcend a dull subject or faulty organization, and, with whatever method necessary, compel the intellectual development of his pupils.

Our society and standard of living have advanced to the point where it is no longer sufficient to have children taught only mundane and practical matters by teachers not qualified to do anything else. A really full standard of living must include more than material satisfaction. Citizens must be more than well fed, well clothed, and well housed; they must also have an appreciation for beauty, a taste for reading and art, a sense for music, a feeling for moral and spiritual values, and an ability to make critical judgments.

If Americans are to be well educated, their teachers must be well educated. First among competencies to be expected of teachers is the ability to use the native tongue and understand its structure. Without the ability to communicate effectively, the teacher cannot hope to realize the fullest potential of his students, nor can he hope to continue his own education, to grow in his professional relationships, or, simply, to "stay alive." The importance of competence in the use of one's own tongue is generally recognized as a prime requisite for an educated person. Let us hope that the notion of a teacher, among other considerations, is the notion of an educated person.

The general education of a teacher has been variously explained and defined, but usually includes the abilities to think effectively, to communicate thought, to make relevant judg-

ments, and to discriminate among values. All schools of education and teachers' colleges, and nearly all universities and colleges, have an interpretation of the general philosophy of the Harvard Report translated into a list of general requirements for a degree or certificate. While this outline may vary to some extent from school to school, it usually includes the humanities, philosophy, psychology, the study of language and literature in at least one area of culture and civilization other than the student's own, history and the social sciences, the physical sciences, the biological sciences, some acquaintance with the fine arts, mathematics, and perhaps the practical arts. This general education should also include some practical work experience in a profession, trade, or occupation.

More important to his students than his ability to teach facts is the teacher's ability to arouse students to learn to think, and to want to think, for themselves. Clearly the teacher himself must have a strong general education if he is to live up to his responsibilities.

Surely a teacher should be at least as broadly and thoroughly educated as we expect our other citizens to be. It is to be hoped that the qualifications, including the general education, of teachers will get stronger as more and more of our citizens go to college. Only in this way will the teacher be able to assume a role of leadership in his school and community.

CONCERN FOR A PROFESSION

As Stephen A. Freeman said so eloquently in 1948, "Neither a college degree nor a specified number of semester hours are any guarantee of adequate training for teaching." (1) The profession has been in agreement essentially with this statement for the ensuing twenty-two years. What have we accomplished? What is the evidence that we really believe it? The teacher is the key. And the training, education, and encouragement of the teacher is the responsibility of the profession.

In 1952, the MLA established its Foreign Language Program, and the foreign language teachers showed signs of becoming a profession. The study of foreign languages had been deteriorating for some three decades, and the Foreign Language Program took as one of its goals to "result in recommendations and pronouncements, standards and goals, which would unify and increase the effectiveness of foreign language teachers." (4, p. 9)

In 1954, seventy-five institutions joined together to support the first Northeast Conference, which has since become the largest and strongest such organization in the country. The Northeast Conference took as its aim to "bring together foreign language teachers on all levels, college, secondary, and elementary school, with the purpose of reaching agreement concerning their objectives and the best method of obtaining them." (4, p. 9)

In 1955, Tharp reported on the status of the profession (2), and there appeared for the first time the now famous *Qualifications for Secondary School Teachers of Modern Foreign Languages*, endorsed by the National Association of Secondary School Principals, and shepherded to this point by Stephen A. Freeman.

Made possible by the unity now to be found in the profession, and encouraged significantly by technological advances of the Soviet Union, the study of foreign languages was included as an area critical to the national interest in the National Defense Education Act of 1958. This Act and its resulting institutes, fellowships, and research programs have had perhaps as much influence on teacher training as the "Army Method" has had since 1945 on language learning.

Beginning in 1966, organized efforts appeared to assess the progress and the situation in teacher training. These took the form of the Axelrod report (3) and Paquette's *Guidelines* (4).

The Axelrod report, based on a study of the NDEA Institute programs, is a careful, concise

description of the successful foreign language teacher, together with detailed suggestions on how such a teacher is developed. It is highly recommended as a basic reference for new foreign language teacher education programs, or for those programs wishing to become first-rate.

The *Guidelines,* appearing as the Golden Anniversary Issue (October, 1966) of *Modern Language Journal,* are based upon just about everything significant that had been done before their appearance, including a series of Conferences for Development of the Guidelines. The introductory material and the References and Appendices are very helpful, but the truly salient features are the guidelines themselves (Part III) and the Exposition of Part "D" (Features of a Teacher Education Program in Modern Foreign Languages). This work, too, is of first priority as a basic reference for new foreign language teacher education programs, or for those programs wishing to become first-rate.

On the topic of assessment of the state of the art, and while mentioning priority items from among numerous bibliographic compilations and research reviews, the most recent and perhaps most promising should be cited: *The Britannica Review of Foreign Language Education.* For our purposes, pay special attention to Dusel's chapter on "Surveys and Reports on Foreign Language Enrollments" and McArdle's chapter on "Teacher Education, Qualifications, and Supervision." This review, if offered annually, should allow all those seriously interested in foreign language teacher education to get up-to-date and stay there.

THE JOURNALS

A number of very pertinent articles have appeared recently in our foreign language pedagogical journals. Those appearing since the *Guidelines* and the *Axelrod Report,* and particularly since early 1968 (the date of compilation of *The Britannica Review*), should be of special interest in the consideration of the improvement of foreign language teacher education. Nearly all the journals regularly subscribed to by foreign language teachers have turned increasing attention to the problem of preparing better teachers (journals of the AATs, *Die Unterrichtspraxis, Modern Language Journal, Foreign Language Annals,* journals of the classical languages, etc.). At least some of these articles promising answers to specific needs and suggesting new considerations should be cited here.

Lohnes (6) has discussed the state of the art of training German teachers in the United States.

Rabura (7) has suggested a really different and promising approach—conducting part of the training of German teachers in a quarter in Germany. This concept, if valid, should certainly hold for other commonly taught modern languages as well.

Souza (8) describes the plans in a state university in the Northeast to implement microteaching and the Politzer materials (see 9, 11). The experiment is to be followed by a full examination of the foreign language teacher training program.

The titles of two recent articles by Politzer are descriptive: "Micro-teaching: A New Approach to Teacher Training and Research" (9); and "Toward a Practice-Centered Program for the Training and Evaluation of Foreign Language Teachers." (11)

Dalbor (12) and Hanzeli (23) both concern themselves—and try to concern our profession —with the training of college teachers. Dalbor's article is entitled "A Realistic Look at the Training of College Foreign-Language Teachers," and takes a rather thorough look at what's right and what's wrong in this area in describing one university's response to the problem. Hanzeli's article is entitled "Internship for Teaching Assistants," and makes a vigorous plea for the value of such an experience.

Banathy (13) describes and recommends a "systems" approach and carries the reader carefully through an application of such a program.

Kalivoda (14, 15) has recently turned his attention to two important applications of the methods course. In "The Methods Course and Lower-Division Instruction," he comes precisely to an extremely important point when he writes;

> *The methods course which is structured around linguistic principles of language learning but which lacks exemplary performance of these principles by faculty members in basic language courses is doomed to minimal accomplishment. Why should students take seriously what they hear in the methods course when they see violated in lower-division instruction the most fundamental tenets of language and language learning? And no matter how capable the methods instructor, his influence is overridden by faculty colleagues who outnumber him and who, because of unfamiliarity with the professional literature, teach beginning courses in ignorance of even the most basic advances in the language learning field. Literature specialists often fall into this classification.* (14, pp. 124-125).

Kalivoda suggests the establishment of an entity for the coordination of lower-division instruction as a step toward remedying this unfortunate situation. In "The Methods Course and Student Teaching," he feels that placing interns with cooperating teachers of questionable merit, a problem in many institutions having to place a large number of interns, is a betrayal of program goals, and suggests that it may be preferable to assign more than one intern to a really good directing teacher whose methods are consistent with those of the teacher training program.

Arendt (16) offers a brief, excellent treatment of the use of the videotape recorder to improve the preparation of foreign-language teachers.

Mackey (17) calls the attention of the profession to the various contributions new technology can make in teacher-training.

Filomena and Guillermo del Olmo (18) make a plea for the importance in teacher training of building practical learning on the foundation of theoretical learning offered in nearly all methods courses. They then list seven reasons why the methods teacher may be unable to build this practical learning, and, at the same time, point the way for institutions to attack the problems.

Moskowitz (19), well known for her work with interaction analysis, discusses its effects on both preservice teachers and inservice teachers. Among the preservice teachers she found that they: 1) had more positive attitudes towards teaching; 2) used more indirect teaching patterns in grammar and conversation lessons; 3) had more negative attitudes toward their cooperating teachers; and 4) were perceived more favorably by the pupils in their classes. In the case of the inservice teachers, responses indicated that the teachers felt studying observational systems had influenced them to make numerous desirable changes in their teaching, causing them to feel more confident and competent in their classroom interaction.

Our colleagues in the classical languages are also interested in improving the preparation of teachers. Lieberman (20), Dudek (21), and Rexine (22) address the problem with suggestions it would behoove Latin teachers to consider.

WHAT'S HAPPENING AND WHAT CAN WE DO?

As has been mentioned earlier, our professional literature is replete with plans, suggestions, designs, innovations, and even systems for improving teacher education in foreign languages, but nearly barren of specific, successful examples. What we must have now are more efforts to implement promising ideas. Unfortunately, smaller colleges and universities, with the well-

known methods course (a lecture one or two evenings per week for one semester to a group including several modern languages and Latin) offer us little hope. Not much more promising is the major university which offers a methods course—with little follow-up—taught by an over-worked, part-time instructor (who often has not been an outstanding high school teacher himself) to groups of fifty to one hundred students at a time.

In a few places, however, there are signs of hope. (Of course, there may well be other excellent experiments which have not been adequately described in print, or which the writer was unable to discover in a short time.)

Several institutions have developed plans involving micro-teaching by the students, and have introduced videotaping of bit-, part-, and full-period teaching, with individual analysis and the opportunity to retape to the satisfaction of student and instructor—all of which offer excellent possibilities for improvement of techniques through analysis, discussion, and practice.

Some colleges are in a position to have a specialist visit weekly (7 or 8 visits minimum) the practice teachers during their internship. Here is supervision of a kind that is meaningful and can really be helpful in molding a new teacher.

Several schools are working with variations of what is generally referred to as "interaction analysis." Prospective teachers, if such measures are applied properly, are shown in a clear, semi-scientific manner what they are and are not doing in the classroom.

Some colleges frequently invite guest speakers, who are distinguished teachers, writers, or research specialists in foreign language education to participate in colloquies with students and faculty. Here one can "talk with the expert," and have ideas clarified, supported, or denied.

One institution insists that prospective foreign-language teachers spend at least a summer in the country whose language they are studying before they are certified to teach. No one proposes a substitute for what foreign study can do for the foreign language teacher.

One university has developed a comprehensive set of materials in a project entitled Practice-Centered Teacher Training, with three parts: 1) Applied Linguistics; 2) Performance Criteria; and 3) Micro-teaching Lessons. The section on Performance Criteria describes the performance desired in an orderly way; this then aids both student and teacher to evaluate progress in performance toward the stated goals.

Another university uses its laboratory school for many phases of undergraduate teacher training, as well as a base for part of the program for advanced degree work for teachers already certified. Such an arrangement allows for observation, team teaching, experimental programs, curriculum development, materials development—a variety of projects.

Still another institution has developed a three-course sequence for certification which includes: work in nearly all areas currently considered important; as well as a basic course combining classroom discussions and laboratory-type experiences; and, divided by language, a second course which emphasizes teaching of third, fourth, and fifth levels; and a third course (a practicum) involving micro-teaching and videotaping in separate sections for French, German, and Spanish—conducted in those languages.

Some schools send all prospective teachers to visit schools as early as the sophomore year, a practice which eliminates some students unsuited for teaching and encourages others who might be unsure.

Other schools are training teachers to expect different objectives in life—and thus different reasons for being in the foreign language classroom—from different pupils. The result of this kind of training and experience can be more effective work in more kinds of schools with a greater percentage of the students.

At a recent state-wide conference of foreign language teachers, when all around her were complaining of dwindling enrollments and dying programs, one teacher from a town in South Carolina told of having 525 students in German and said she was looking for one or two more German teachers! What's the secret? How do we train teachers like that? Upon closer investigation, it develops that students are in German in that school because "the teachers are good and interesting," "German is fun to learn and speak," "anyone in school who doesn't take German doesn't know what he's missing."

To cite Brooks, "We may indeed provide our student teachers with long lists of what to do and how to do it, but unless these recommendations and techniques are supported by well-grounded justifications, I see no way of giving professional status to what we do. . . ." (10)

After some ten years of prosperity, enrollments now are in danger. Language requirements are under attack. We hear the forecast of doom from many quarters. As a profession with a discipline—foreign language education—what shall we do? The writer suggests that we take interested, prospective teachers, who have had the kind of general education outlined earlier, and give them as much of the kinds of training and experience as is reasonably possible from the *Guidelines* prepared by Paquette in 1966, borrowing freely from the numerous promising practices at certain institutions (some of which are cited in this paper). Let's stop measuring people in terms of courses, grades, and credit hours, and begin to think in terms of our product rather than of the process. The teacher is the key! Let's *tell* him how to teach. Let's *show* him how to teach, in our methods courses, in our college foreign language course, and by observation outside his own classrooms. Let's let him *practice* how to teach. And then let's analyze and discuss his teaching, and let him practice again.

Those who wail about requirements and their effect on enrollments might try a little experiment: go into nearly any junior high school or middle school in the country where foreign language is not offered and ask how many would like to speak another language or know another people better. The show of hands might persuade more eloquently than any written or spoken word that the answer to many of our problems is to send better teachers in to teach the some 92 to 95 per cent of the students who enroll in the commonly taught languages and never reach the fourth level (Dusel, "Surveys and Reports on Foreign Language Enrollments," *The Britannica Review*). Remember the teacher in South Carolina with 525 German students, many of whom do not plan to go to college, are operating under no requirements, and are in foreign language study because they want to be there.

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RESPONSE

WILLIAM H. DRUMMOND
Associate for Teacher Education, Office of the State Superintendent of Public Instruction

I have some personal misgivings in reading Professor Leamon's paper—misgivings which arise because I do not have a background in foreign language instruction, because I am not well read in his (and your) specialized literature, and because I do not know Professor Leamon and his work. I am somewhat familiar with your professional association (the Modern Language Association), and I do know that your organization has been interested and very effective in improving language proficiency standards for teachers. I believe that instruction in foreign language has improved during recent years partially because of your work.

When I read the title of Mr. Leamon's paper, I expected to find some description or analysis of what a foreign language teacher does when he is teaching a foreign language effectively, in contrast, of course, with what he does when he is not so effective. I expected him to outline from such an analysis a list of performance expectations which he felt were important—which he really wanted from a (an ideal) foreign language teacher. I was misled by the title. I think the paper might better have been entitled "The Preparation of Foreign Language Teachers: Basic Considerations and a Review of Recent Literature."

Professor Leamon did indicate that foreign language teachers needed to be generally well educated. He included in his definition such elements as effectiveness in thinking and communication, the making of "relevant" judgments, and the ability to discriminate among values. The nearest to any performance statement I read in his paper was that the teacher had to have the "ability to arouse the students to learn to think, and to want to think, for themselves." My reaction to these general statements can best be stated in the form of a question: What evidence will Professor Leamon (or your professional association) accept that a teacher is able to do any one of these functions? For example: What will he (or you) accept as evidence that a teacher has aroused thinking in his students?

After reading Professor Leamon's paper and then putting it aside, I began to feel that Professor Leamon really must have had somewhere in his mind a fairly clear idea of what he thought *the* role of the foreign language teacher ought to be. I wondered if each of us who thinks about teaching and the preparation of teachers doesn't have a model of the good teacher in mind when we write or react. Is there some apparently felt but unwritten role definition for the foreign language teacher? Are teachers interchangeable parts (e.g., a Spanish teacher equals a Spanish teacher equals a Spanish teacher)? Colleges and universities, in the process of designing programs, seem to operate as though the faculty had a clear definition of the teacher's role, but faculties hardly ever make their role expectations explicit. They don't level with students about expectations, nor do they evaluate students in relation to specified expectations. Wouldn't our programs be more honest and powerful if we became explicit in our performance expectations, and then provided our students with frequent and personal feedback about their performance?

It is interesting to me that most of us appreciate variation and uniqueness from those who teach us, but "hang in there" for a single set of common criteria for appraising the students whom we attempt to prepare to teach. Should there not be a variety of role definitions or models for prospective foreign language teachers to emulate? Should not college students, as they struggle to find who they are and achieve some sense of purpose for themselves, have a variety of styles available to see and respond to?

One last comment about where we are in teacher preparation. Most of the newer systems or ideas for preparing teachers include analyses of teaching using words such as leading, telling, directing, controlling, imparting, etc.; they seldom use words like helping, clarifying, negotiating, setting the conditions for, etc.. Most systems, in effect, describe fairly traditional classrooms with teachers in front of their rooms dealing with 25-35 students each, carrying on didactics as usual. Micro-teaching, interaction analysis, practice-centered teaching all carry on patterns of staff utilization which continue ways of working with students which I think are outmoded. The challenge, as Professor Leamon implies, is to make language learning realistic, satisfying and fun. To do this we may have to abandon many of our traditional notions of schooling and teaching.

ADDITIONAL REMARKS AND DISCUSSION

LEAMON: One of my young associates at Florida State University sent a questionnaire to foreign language departments in colleges and universities around the country to find out what they considered to be really important in the teaching of basic language courses, and then sent another questionnaire designed to discover the actual practices. The early results are rather interesting, and it is significant that the chairman of a department, in which 90% of the doctoral candidates become language teachers in colleges, sent back the questionnaire with the comment that his department was not interested in producing teachers but scholars, and that, incidentally, no one deserved graduate credit for such claptrap as this survey. We talk about profession-wide goals, profession-wide standards, and yet our professional personality is split in many directions, and there is a lot of friction among the parts. FLES teachers, junior and senior high teachers, college and university professors—we all have special interests and special domains.

Being asked what I recommend for the profession reminds me of an experience I had at the Southern Conference on Language Teaching last year. I was waiting for the elevator when a lady tapped me on the shoulder and asked "Professor Leamon, what do you recommend?" I was a little nonplussed, and asked right back "About what?" "Well," she said, "some people say you should have a language laboratory, and some say you should have an electronic classroom with things hanging from the ceiling. What do you recommend?" I said "Perhaps there is more to it than that. It depends . . . ." "Huh," she said, and walked off. Later the same day, I felt another tap on my shoulder; it was the same lady. "I asked Mr. X," she said, "and he told me that I should have the electronic classroom." And off she went again.

I don't know the answers, nor do I pretend to. I do think some very promising research is going on, however, and I have called attention to it in my paper. We must, however, act quickly; we must prepare our teachers for the different kinds of kids and schools they will meet. Foreign language requirements are under attack for a reason. Go into any junior high or middle school, and ask the kids how many would like to speak another language or know another people better. Then ask the same question of a senior class in high school or a group of college students who have been exposed to foreign language teaching. It should provide one answer, an answer of sorts, to our questions of success. It is probably the correct answer, but is it right?

WERNY: I speak English as a foreign language, and, although I know it is beneficial, I also know that it is almost impossible to learn another language. I've studied it for more years than I would like to admit, and still have many weak spots. So let's be honest. We can't teach the language fully, so we are condemned to do it piecemeal. And we don't communicate too fully in English either, so if we try to communicate in a foreign language, we are doubly condemned to piecemeal. My answer is that if we can't have the whole cake, if we can have only a small tiny piece, let's make that piece a delicious one. Something good happens—you like it, you eat more, and it contributes to your growth. So how do we make it delicious? I've tried all kinds of things. I imported a very sexy film from Germany, and miracles happened. When the body juices flow, when they are interested, they can think better. I knew you would laugh about that, but I'm not kidding. After a sexy movie, I ask questions, and get all kinds of answers, I switch back to our textbook, and nothing happens. However, some ingredients go into a delicious cake that are not too delicious alone. Salt, flour, even sugar—not one of them tastes too good alone. So I take grammar and all the stuff that is pretty boring, do it, but then toss in something that tastes good afterward. Well, anyway, I think our courses should be more interesting, and I think we should help our teachers become more interesting people, people who aren't afraid of being alive and human in front of a class. Those are the kind of people that are going to teach kids best.

LEDDUSSIRE: I would like to see more said about developing language perseverance. I am wholeheartedly for the emphasis on the "deliciousness" of the language experience, and I do think part of our problems lies in being more interesting, fun, and thus developing a perseverence in our students. You see, our students do learn more from teachers than straight cognitive elements; if, for instance, the instructor leans on a book, the students' language learning will also lean on a book. We at Seattle Pacific College are experimenting this year. We are trying to move to the idea of a language studio rather than a language classroom; we're trying to create a language-learning experience that is living and natural. In this way, we hope to further perseverence, and make for delicious growth.

COSPER: I'd like to applaud Dr. Drummond's statement. We can't aspire to some sort of great, permanent truth in the sky. We must accept the fact that we're dealing with an ever-changing present moment and specific problems with specific students. I would also like to approve the idea of the teacher as not having arrived at any ultimate concept of himself. He is a constantly evolving human being, and constantly in interaction with his students. I think that this conference will probably divide itself on that specific issue. I would like to underline it and hope that it does come up again, because I think it's very important.

EDDY: I'd like to react to something said earlier by Mr. Ryberg. Teachers going out to meet their classes, particularly at the beginning of the student teaching experience or the beginning of the regular job experience, must have a certain repertoire of activities which they can control and have already practiced. It should be made very clear to them that there is a whole gamut of different behaviors that a teacher can choose from, and he needs to vary his choice according to classroom conditions.

TEACHER-STUDENT RELATIONS: COERCION OR COOPERATION?

WILGA M. RIVERS
Teachers College, Columbia University

In *Teachers and the Children of Poverty,* Robert Coles quotes a child from an urban slum who speaks of his school experience in the following terms: "Are you trying to figure out if school makes any difference to us, because if that's it, I can tell you, man, here in my heart, it don't, much. You learn a few tricks with the numbers, and how to speak like someone different, but you forget it pretty fast when you leave the building, and I figure everyone has to put in his time one place or the other until he gets free. . . ."[1] This child is not speaking of the foreign language class specifically, but what he says may well express the attitudes of many of our early foreign language dropouts and even of those who stay two or three years in the high school course. Harry Reinert, in an investigation of the attitudes of students toward foreign languages, found that "well over half of them indicated that college requirements—either for admission or graduation—influenced their original enrollment in foreign language classes" and that "both by word and deed these students showed that once they had completed these requirements, they intended to have nothing more to do with foreign language."[2] "Traditional requirements with their standards of credit hours and grades have unfortunately developed into a system of timeserving"[3] —these words written in 1944 might well have been written in 1970. It may be that the present tendency for some foreign language requirements to be eliminated will serve foreign language teachers well by forcing them to examine the relevance in this late twentieth-century period of their objectives as reflected in what actually goes on in their classrooms (as opposed to the aims set out in syllabuses and in the literature), as well as their views on whom they do, and do not, welcome in their classes and the types of learning experiences they provide for their students.

The tyranny of requirements has made it possible for many a teacher to present a stereotyped, unimaginative course to his conscripted clientele. Not many students, we would hope, have had to suffer under such procedures as were employed in one advanced class in a New York high school this year. Most of the year was spent "reading" one French novel; for this, the class was divided into two groups, each of which prepared alternate sections. The sections were then subjected to grammatical and lexical dissection. By this method, no student officially read the whole novel or even a consecutive half of it. Such nonsensical teaching would never be endured by successive groups of students—unless they were coerced into the class by some obligation extrinsic to foreign language study.

If foreign language is to maintain its position in the school curriculum unprotected by external requirements, we will need to convince students as well as administrators that it has a fundamental and unique contribution to make to the educational experience, a contribution which the students can perceive as relevant to their real concerns. For years, protagonists of

foreign languages have made extravagant claims about the remarkable vocational value of their subject. A foreign language major, we have said, can become a diplomat, a foreign correspondent, an executive in an international business complex, or a private secretary to a man who travels from world capital to world capital. What we have not been willing to admit is that ours is, vocationally speaking, an auxiliary study. A diplomat needs a solid background of history and political science, and, in his adolescence, the future diplomat does not know which language he will need in later life. A foreign correspondent needs to be a first-rate journalist. A company with international branches needs first of all a man with engineering training, business experience, or advertising or public relations expertise. The businessman who travels the world wants first and foremost a person who can handle competently his correspondence and reports, and keep unwelcome intruders away from his door. The student has a right to expect more from a study which is going to take a great deal of his time and energy for a number of years than a half-developed skill which he may or may not find useful at some hypothetical moment in his future career. And the administrator needs more convincing reasons than the vocational ones for continuing the foreign language program in his school.

The unique contribution of foreign language study that is truly educational, in the sense that it expands the student's personal experience of his environment, and truly humanistic in that it adds a new dimension to his thinking, is the opportunity it provides for breaking through monolingual and monocultural bonds. Such an experience reveals to the student that there are other ways of saying things, other values and attitudes than those to which his native language and culture have habituated him. Through this process, he may develop new attitudes to ideas and peoples that will both reduce his bondage to the familiar and the local, as well as increase his sympathy for persons of other cultures and languages. The new-generation student in our schools is internationalist and interculturalist in his aspirations; he is also brutally direct in demanding the rationale of what we are doing and what we are asking him to do. The basic contribution which foreign language can make to his development is one which he would welcome, but he must see that what we do in our classrooms really achieves such a purpose, or he will drop out as soon as he conveniently may. If, as Harold Taylor has said: "The first task of education . . . is to raise the level of awareness and response to *all* ideas, events, people and objects,"[4] then foreign language, taught with this end firmly in view, can still claim that it has a rightful place in the overall educational program of the school.

Can our teachers meet the challenge of providing the genuinely mind-stretching experience of exploring other ways of thinking? Certainly teachers trained only in habit-formation techniques of skill training will find it difficult to deal with sensitive areas of attitudes and values; and teachers for whom cultural understanding means the description of picturesque costumes worn for religious festivals or the measurements of the Eiffel Tower will find it difficult to explain why students are disturbed in Berlin, in Paris, and in Tokyo. The teacher of the future will need to be well read, alert to current trends, receptive himself to ideas other than those of his own culture, and flexible enough to reexamine his own ideas at regular intervals in order to keep in touch with a new generation and a rapidly changing world. Such a teacher is not produced by a rigid teacher training program where the "right" answers and the "right" techniques are forced upon him as he is shaped and molded. Coercive training can only produce either a coercive teacher or a rebel against all that this training held to be of value. The teacher of the future needs to be given a deep understanding of the bases of what he is trying to do so that he will be able to adapt familiar techniques intelligently and develop new ones as circumstances change and new demands are made upon him. His association with those who train him must bring him to the realization that only a person of open mind, willing to

consider and weigh many points of view, can develop such qualities in those who study with him.

We have paid lip service to this cultural objective for a number of years, but students and faculty do not see that any such enrichment is evident in those who have spent a year or two in our classes. They sometimes accuse us of rationalizing the irrelevance of our subject. The approach of most teachers is built on the belief that students must attain a high degree of language skill before they can really perceive and appreciate cultural differences reflected through language. Such training is, of course, important; it is our primary task and must not be neglected. We must ask ourselves, however, how we can give some part of this mind-broadening experience to every student no matter what his level of attainment in the language. It seems evident that any degree of cultural understanding will require a depth of discussion and thought which our high school students cannot cope with in the foreign language. Insistence on the exclusive use of the foreign language in the classroom and the more recent emphasis in some circles on the discouraging of questions from students in order to maintain this artificial atmosphere have meant the reduction of classroom "discussion" to trite questions and answers on the content of what is seen, heard, or read. The questions which are of real interest to the students are thus suppressed, and their misconceptions remain unidentified. Acting out roles is one way for the language student to get the feel of cultural differences, but, without some frank discussion, the learning of cultural differences must remain at the stage of such overt manifestations as greetings, festivals, or eating habits, viewed out of context and interpreted by the student according to his own culturally determined values and attitudes. The interest of the students in the foreign culture must be fostered from the beginning with research projects using any and all materials available, whether in the foreign language or not, with the encouragement of vigorous discussion at the points of contrast. Such projects need not take valuable time away from the language learning activities that should rightfully occupy the time the teacher has with his students; the projects should be given as out-of-class assignments, and class time should be taken only for discussion of the findings.

A study of two widely used Level 4 texts shows that even at this stage the questions on reading passages are still at the level of content (mere recall or identification of specific details), and are so structured that the one right answer must emerge. With this type of question, it is easy for the teacher to imagine that the whole class is alert and participating intelligently, whereas they are merely giving the teacher "the right answer and the right chatter,"[5] a thing they learn to do with equal ease in the foreign or the native language. Such practices are stultifying to intelligent students who revel in bull sessions and the discussion of controversial issues with their fellows. At the advanced stage, some discussion must be permitted in the native language if the student does not yet have the fluency to handle complex ideas. Such discussions are motivational and encourage the student to pursue more diligently the difficult goal of full control of the foreign language. In this period of open and uninhibited discussion, our students will no longer suffer one-way "communication" in which the teacher has all the advantages. The day of "the silent generation" to which many of our teachers themselves belonged has passed. Our new generation of teachers must be trained to handle discussion, to welcome expression of student opinion, to be willing to admit when they do not know the answer, and to cooperate with students in finding out the things they most want to know about the foreign people and the ways they think and react.

Having established a truly educative purpose in foreign language study other than mere skill training, the foreign language teacher of the seventies will have to answer the question: "Is this experience of value to all students?" It is the task of the educator to consider the

needs of all youth: the gifted, the average, the less able, and, of particular emphasis at this time, the disadvantaged. For too long the foreign language teacher has sought a privileged role in the school: only an elite of bright, alert, well-motivated students was acceptable in his class—all others were, in his view, "incapable of learning a foreign language." Sometimes the mathematics teacher, the science teacher, the history teacher, and the art teacher have felt the same way about their students, and would have preferred a select group—yet students of all levels of ability and all backgrounds still come to be taught.

The foreign language teacher of the past found himself unable to teach any but the more intelligent and more highly motivated students because he had turned foreign language into an abstract study of grammatical forms and relationships, followed by the close analysis of modes of expression divorced from the stream of common life—classical tragedy, nineteenth-century prose—which, with his academic approach, he was unable to relate, as they may well be related, to the preoccupations and concerns of the present day. In a reversal of trends, he may have moved away more recently from a traditional presentation to one involving drills and repetitive practice of inert phrases, material which students have felt to be of little concern to them at a stage when the body of educative experience presented to them in other subjects emphasizes productive and creative thinking. Despite his initial advantage, then, the foreign language teacher has also frequently lost the gifted students, who see foreign language study as sterile and unrewarding.

We may ask with these students why, in most schools, they must be forced to accept a uniform foreign language diet established by tradition or by the uncontested prestige of college professors unacquainted with, and often uninterested in, the interests and capacities of high school students. After the elementary general-purpose textbooks have been completed, who has decided that all foreign language students, no matter what their abilities or interests, must study a series of literary "masterpieces," often of a bygone era? How frequently are such senior students allowed to participate in the selection of what they will do with their time and energies? Some may be interested in contemporary social problems, some in history, some in scientific developments, some in the arts or the everyday experiences of a foreign people, and some in the modern novel or contemporary theatre. The interests of boys may well be different from the interests of girls. Some high schools do make provision at this stage for personal choice and decision, providing resource materials for individual and group research projects in which students read, listen to, and discuss all kinds of material in the foreign language, but such progressive programs are all too few. If the final high school years provide only "more of the same," it should not surprise the foreign language teacher when even the better students are reluctant to continue beyond the minimum requirement.

Even at earlier levels it is possible to allow students some autonomy in the selection of activities according to their personal predilections if at least some part of the program is individualized. Should we expect all students, even the inarticulate, to want to develop their speaking skills primarily? Some in this television generation, if allowed to choose, might prefer to look and listen. (Teachers should be aware of research that shows a different rate of native-language development for boys and girls, in the girls' favor; this has a cumulative effect,[6] and may affect personal preferences at a certain age). Some students may prefer to range beyond the rest of the class in reading (graded readers which cover a wide variety of topics are available in the more commonly taught languages). Such individualization of choices requires imaginative planning by a classroom teacher who is willing to go beyond a steady, uniform, universal diet for at least part of the time. An experimental study by Robert Politzer and Louis Weiss has shown that "better results were obtained by the pupils of those teachers who went

beyond the procedures strictly prescribed by the curriculum, teachers who were concerned with supplementing the curriculum rather than merely implementing it." It seems that "the efficiency of the individual teacher increase(d) with the amount of his *personal* stake and *personal* contribution to the instructional processes."[7] To complete the picture, involvement in personally selected tasks is intrinsically motivating to normal students whose natural enjoyment of cognitive exploration has not been completely stifled by the formalism of an educational system which overemphasizes such extrinsic rewards as grades and promotions.[8]

Some schools have already experimented with student involvement in decision-making; at the McCluer High School, for example, teachers and students work cooperatively in "a nongraded curriculum stressing individualized learning through small group activities and team teaching."[9] More teachers will need to launch out into new instructional approaches, and teachers coming into the profession will need to be made aware of new possibilities in providing the proper environment for learning if foreign languages are to keep the interest and allegiance of a voluntary clientele.

To move down the scale of ability, not infrequently a student of very average ability becomes fascinated with foreign language study. For him, it has provided a new beginning at a stage when an accumulation of undigested facts or principles from earlier years have given him a feeling of hopelessness in certain other subject areas. Everyone begins the foreign language at the same time, and he feels he has as much chance as his neighbor to assimilate it. Such students are often more successful with some aspects of foreign language study than others. Sometimes a very average or less-gifted student will find that he can understand anything he hears in the foreign language, but is unable to use the language actively with any fluency. The tests most teachers devise penalize this type of student severely, and, despite his high degree of motivation and undoubted skill in one area, he may find himself advised not to continue with the language. His teacher does not realize that many people are very popular because they listen appreciatively, murmuring from time to time only "Yes," "of course not," or "you're absolutely right." An individualized program will enable a student of this type, or a student who can read with ease but has inhibitions in speaking, or a student who can converse fluently but is a poor reader, to continue his study with a special emphasis in the area in which he feels most at home.

Finally, what has the foreign language teacher to offer to the disadvantaged student? He may say: "I cannot teach the disadvantaged. They cannot learn a foreign language. Why—some of them cannot even read or write their own language with any degree of success!" Again, if foreign language does have some genuine educational value, it must surely have something to offer to those whose backgrounds have limited their horizons. It will not, however, be successful in the hands of a teacher who doubts the success of his enterprise even before it begins. Studies of students of a low socio-economic status have shown that they already suffer from a feeling of insufficiency, and readily accept the implications of defeat that the unconvinced teacher finds hard to conceal in his relations with them. The teacher expects them to fail, and so they do. If success is to be achieved in teaching foreign languages to disadvantaged students, teachers-in-training and experienced teachers alike will need to study the preoccupations, value systems and characteristic approaches of these young people.[10] With an understanding of their preferred modes of learning, the teacher can choose materials and design lessons which will utilize them to the full.

Students of disadvantaged groups prefer the concrete to the abstract, and respond to concrete material for which they see an immediate application. They therefore enjoy learning foreign words and phrases which they can employ immediately in the context of their class or

with minority group children in their neighborhood who speak the language. Since they are not motivated by deferred rewards but seek immediate gratification, the promise that they will eventually be able to use the language fluently means little, whereas actual use of the language immediately, even in simple forms, in face-to-face interaction, is motivating. They learn through activity, through seeing, hearing, touching, manipulating, and role-playing. The teacher should use: visual presentations (flash cards, drawings, films); things the students can hold, open, shut, or pass to each other; music, songs with tapes, guitars, drums, action songs, and action poems. The vocabulary used should be practical , and should deal with the objects and actions commonly used by the students. The characters and incidents presented to them in the foreign language should never appear to be "prissy" or effeminate. These students appreciate firm leadership from the teacher, and are not anxious to work in small groups in which they will need to make group decisions. Since, in their neighborhood environment, they are accustomed to learn orally rather than through he written word (which may even present them with some difficulty in their native language) reading the foreign language will not appear to be of vital importance to them.

Since disadvantaged students are motivated by concrete, clearly visible rewards, it seems appropriate that the foreign language they are to be taught should be selected with an eye to languages spoken in their home neighborhood; in this way, the practical tangible value of the foreign language becomes obvious. Alternatively, black students today have a yearning for a clear and unambiguous identity, and are seeking this identity more and more through the exploration of their lost African heritage. There is, therefore, clearly a case for the teaching of Swahili, or some other African language, in high schools, as many black groups have been demanding. Teachers of Spanish, French, and German should be foreign language teachers first, rather than desperate defenders of hard-won fiefdoms; they should be advocates of more foreign language learning, not of more learning only of Spanish or French or German. If we genuinely believe in the fundamental value of some foreign language study for all students, then surely we should exploit this desire to learn a specific language among one large group of disadvantaged people. Swahili, or Arabic, or Yoruba will give students insights into how language operates just as surely as the more commonly taught languages, and will give them equal insights into other ways of thinking and other sets of cultural values.

The immediate response of many teachers will be: "But we don't have teachers of Swahili readily available." The answer is that we must acquire them. Swahili is considered one of the less difficult languages to learn in the Defense Language Institutes, and it does not have a strange script. The logical approach would appear to be to provide intensive training courses in Swahili for practicing foreign language teachers, who could then introduce the language as a further offering of their language departments. Would not this also help some middle-class Americans to understand a completely different culture and the aspirations of a group of young nations striving to advance into modern statehood? Young teachers-in-training are sometimes invited to undertake the learning of a completely different language as one of their education courses in order to experience afresh the problems of language learning. Courses of this type could be used for giving them some basic knowledge of Swahili. It seems better for trained language teachers to take up this cause rather than leave it in the hands of linguistically unsophisticated amateurs.

This same line of reasoning should apply in areas where there is a strong concentration of immigrant groups speaking a particular language, since students learning a language for educational, rather than vocational, reasons will be more motivated if the language they are learning can be used and heard in everyday life.

Finally, the success of foreign languages in the years to come must lie with those teachers whom we are training at the present time. They will need to innovate, to experiment, to initiate new programs. We must train them to expect and to respect a new clientele. With the experience they themselves have of participation in decision-making and of planning for change, they will be much more fitted than any preceding generation to work with their students in developing new approaches. new techniques, and a new place for foreign languages in the educative process.

NOTES

1. R. Coles, *Teachers and the Children of Poverty* (Washington, D.C.: The Potomac Institute, 1970).

2. Harry Reinert, "Student Attitudes Toward Foreign Language—No Sale!" *MLJ*, 54:2 (February, 1970), 107.

3. Otto K. Liedke, "A Historical Review of the Controversy between the Ancient and the Modern Languages in American Higher Education," *German Quarterly*, 17:1 (January, 1944), 1-13, reprinted in M. Newmark, *Twentiety Century Modern Language Teaching* (New York, Philosophical Library, 1948), pp. 11-21.

4. Quoted by A. E. Lean in *And Merely Teach* (Carbondale: Southern Illinois U.P., 1968), p. 58.

5. J. Holt, *How Children Fail* (New York: Dell Publishing Co., 1970), p. 42. Originally published by Pitman, 1964.

6. Dorothea A. McCarthy, "Sex Differences in Language Development" in R. G. Kuhlen and G. G. Thompson eds., *Psychological Studies of Human Development* (New York: Appleton-Century-Crofts, 1970), pp. 349-353.

7. R. L. Politzer and L. Weiss, "Characteristics and Behaviors of the Successful Foreign Language Teacher," (Stanford Center for Research and Development in Teaching, Technical Report No. 5, April 1969), pp. 69-70.

8. E. J. Murray, *Motivation and Emotion* (Englewood Cliffs, New Jersey: Prentice-Hall, 1964), pp. 74-82.

9. F. H. Wood, "The McCluer Plan: An Innovative Non-Graded Foreign Language Program," MLJ, 54:3 (March, 1970), 184-187.

10. Two useful references are H. Sebald, *Adolescence: A Sociological Analysis* (New York: Appleton-Century-Crofts, 1968) and A. Shumsky, *In Search of Teaching Style* (New York: Appleton-Century-Crofts, 1968).

RESPONSE

RICHARD MONTGOMERY
School of Education, University of Washington

I approached the role of discussant for Dr. Rivers' paper with some trepidation, for, even though I am a high school foreign language dropout, I do not possess special competence in the problems of foreign language instruction. But her comments indicate that these problems are indeed the problems common to all areas of education, and, using them as guidelines, I do

feel she has made a number of excellent observations of teaching deficiencies, and has made some very worthy suggestions on methods of improving teacher-student relations through modified classroom practices. My feeling was supported, incidentally, by some experts I did consult in preparing this response—actual language majors.

Dr. Rivers has addressed herself to the somewhat general practices affecting teacher-student relations, with particular emphasis on curricular concerns. I would like to point my remarks to another area of possible concern: individualized teacher-student aspects.

This relationship is often seen as a more appropriate concern at the elementary school level. At the junior high, the attitudinal concern varies with the teacher and the subject being taught. In high schools, classroom emphases appear to be most strongly centered on achievement and the acquisition of the bits of knowledge leading toward wider conceptualization.

Whether these differences in emphasis are the result of different training procedures, or the increased physical size of the student and general approximation of adulthood, or the predominating interest in subject content areas, is not known. However, as age increases, it does often appear that less and less responsibility for learning is accepted by the teacher and more and more is thrust on the student.

Learning can be usefully defined as the acquisition and storage into memory of the cognitive or verbal units being studied. So defined, the act of learning is therefore restricted to those behaviors which occur within the learner.

The arrangement of stimuli or the content of what is being learned, on the other hand, still may remain the province of the teacher. This aspect of the learning situation, as Dr. Rivers has also pointed out, is of course not only what educators are concerned with today, but will always remain as a significant factor in obtaining strong classroom motivation.

However, it is my contention that, if we are to adequately manage the learning situation, the teacher must assume at least some degree of responsibility for both control of the stimulus conditions and control of the learner's responses. Dependent upon each learner's individual capability to manage his own intellectual development, the teacher partially releases control of both aspects of the learning process. When this procedure is properly applied, true individualization of instruction is present.

Many teachers react quite negatively to this proposition. The principle underlying their apparent hostility to the use of precise management techniques at the high school level may be verbalized as "The student should be able to manage himself by this age," or "I don't feel like baby-sitting," or even "He should be able to make that decision by himself."

The antithesis to these arguments is based in the ideal for American education: educational opportunity for all to reach maximum potential. If this is truly the American educational goal, every effort should be made through teacher interaction to make it true for every student—not only the bright or academically industrious who have constantly reaped the rewards and encouragement throughout their school life. The student who has poor study habits has probably been assisted in developing those habits by improper teaching techniques in the past. The maintenance of inadequate teacher management simply insures continued failure and ultimate dropouts. Unless he accepts this responsibility therefore, the teacher lessens the probability that our American educational dream will be realized.

Failure to comprehend the depth of the principles underlying this procedure have led some individuals to make invalid criticisms. Teacher control of the learning process is erroneously seen as providing a sterile environment, as a mechanical operation, or as conducive to manipulation—any number of negative connotations can be imposed upon it unjustifiably. On the contrary, when properly used, the process reverses trends ascribed to our letter-grading prac-

tices; its true developmental aim is self-driven or self-managed learning, created by success of task completion with concomittant recognition of that successful completion.

An illustration of the principle in operation might serve to clarify the point, and may also indicate how simple the solution to some students' motivational problems can be.

The example is drawn from an extension class I taught in California. The course was designed for teachers of children who are considered educationally handicapped in California. One student was a high school teacher of engineering drawing, who somehow was attracted to the course and enrolled in it. He did state that it was not his intent to work with children having learning difficulties.

One requirement of the course was that each teacher would observe and record behaviors of a student experiencing some academic problem in his own school class. From the data obtained, the teacher would design a management tactic to modify the academic difficulty. The tactic would be implemented and the results of the intervention recorded.

At first, the high school teacher did not feel he could complete the assignment. Initially, he felt he had no students who demonstrated academic or behavior problems. Furthermore, he felt that the limited time of one hour per day was too short a period to allow any changes to be made. He did finally agree, however, that one girl in his mechanical drawing class was failing miserably. He also recognized that her failure might be a result of her constant wandering around the classroom when she should have been working at her desk.

The teacher's first observations were of the amount of time the girl spent in her seat working and how much time she spent walking around and visiting with other students. When he had made enough observations to determine the girl's general behavior, he decided to contact her at her desk at regularly spaced intervals just prior to her normal departures for room-wandering. Each time he visited her at her desk he praised her effort or provided some simple instructional suggestion. This teacher behavior quickly paid off in increased student work production. The number of teacher contacts tapered off, and the time intervals grew longer. Finally, the teacher contacts reached a level no higher than those of other students in the class. It might also be said that the teacher admitted his student contact increased significantly after this effort.

The girl's class work increased in quantity and quality. Instead of the failing mark she received at mid-term, her semester grade was a 'B.' In fact, she became so interested in the work that she enrolled in an advanced engineering drawing course as an elective the following year.

Obviously, my story had to have a fairy-godmother ending. And the solution to this particular problem was indeed very simple. I certainly do not wish to imply that I believe all classroom behavior and/or learning problems can be as easily resolved. Nor do I wish to suggest that the majority of these problems might not be solvable.

The answer which might be drawn is that, even in high school, it is as much—if not more—the teacher's responsibility as the student's to ensure that learning occurs. All learning requires work and effort for acquisition. Small incentives serve as motivation for additional work and learning. Teacher participation may transform a captive audience into a captivated one.

If there are those who say this procedure is "nothing more than good teaching practices," let me say I agree. Unfortunately, not all teachers put good practices to work.

Finally, I would like to reiterate that well-planned and executed incentive programs do not work in isolation, nor do good study materials operate in a vacuum. The two aspects are complementary components of a working, learning environment. As Dr. Rivers has also suggested, each teacher must be versatile in planning instruction to meet individual needs. Such planning

requires subject matter knowledge, clearly articulated by the teacher into a curricular program that can be varied in relation to individual differences in learning rates, background knowledge, and experience. Not only must learning tasks be designed with each learner in mind, but when the learning task or production effort is complete, a desirable reward must be provided. Through these means, the abilities of teachers and the capabilities of students may approach the proper perspective.

ADDITIONAL REMARKS AND DISCUSSION

RIVERS: I think we must impress upon our trainees that they are part of an educational team engaged in an educational enterprise. It seems to me that foreign language teachers in the past have seen themselves pretty much as a group apart with special problems and no real relationship to the whole of education. So trainees must see themselves first as educators and secondly as foreign language teachers. Our unique and special contribution as educators lies in expanding the student's awareness of his environment and as foreign language teachers in contributing to his understanding of that experience by adding a new dimension to his thinking. We can help him to break through monolingual and mono-cultural bonds, so that he realizes there are other ways of thinking and saying things, other ways of acting, other values and attitudes that are valid and worthwhile.

I would like to take Mr. McKim up perhaps on the point that the people in this country are beginning to look "in" more than "out." The young people are against our involvement in the affairs of other people, but I think they are perhaps more inclined to be interested in other people than their elders who make the decisions about what they can or cannot study. We are engaging in doubletalk when we claim this type of objective and then either stop our program or arrange it so the student is muzzled. If we do not allow him the possibility of discussions entering into controversy, then we can't really profess to be working toward the understanding of other people's values and attitudes. I cannot emphasize strongly enough Miss Strasheim's point that asking what educators call "content questions" does not help develop this type of approach.

Mainly we need to produce teachers with a professional outlook, who are well read in their professional literature and otherwise, who know where to read, who are flexible, and who have the theoretical background to be able to think through their problems. Our endless retraining of teachers is self-defeating and, as practiced, it must stop. I was interested to read in the Altman-Weiss chapter for the *Britannica Review* which was passed out to us last night that some NDEA trainees are being retrained almost immediately after training. I think we need to keep in mind that teachers are people, not cogs in machines. If we train well-read, interested, and interesting people, we do not need to program their every move for life; they will be able to think out their techniques and programs in relation to local needs and problems. At this point, I would like to enter a plea that we stop a distressing practice that is widely touted in the recent literature. We have been sending future teachers out into the schools in their freshman year to acquire early training experience, but they have just come out of the schools themselves and don't have the necessary background to deal with the experience. Besides, if they are to develop into interesting people, as our teachers should be, we should allow them to read and range widely in such fields as anthropology, sociology, or political science, as Dr. Drummond suggested, during their college years. This is part of the process of developing people who can discuss controversial questions, admit when they don't know the answers, and cooperate in

discovering them. A broader background will help our trainees bring fresh air not only into the classrooms, but also into the faculty lounges.

We must look for a varied curriculum for the short course students as well as for the long sequence students. There should be no more aping the colleges, and there should be no more of "just more of the same" year after year. The high school must develop its own curriculum, its own advanced courses that provide for many interests. We are not there to give students what college professors think they should have.

Our trainees could possibly work on the necessary resource kits and supplementary materials for these varied upper-level courses in their training. The literature of French Africa, photography, or contemporary folk music—whatever happens to be the particular interest of the student. And bearing in mind that foreign language is an auxiliary study, we might consider linking up our training programs with the commercial, social science, or technical ones. In Albuquerque for example, I saw a multiple cadet experience, where four, five, or six cadets are sent to one superb master teacher, and they have the experience of team-teaching and cooperative planning during the training period.

Now training teachers for disadvantaged students can be done. We need imaginative, resourceful teachers who want to reach people as individuals. We must be willing to extend the range of languages in order to offer courses relevant to minority students. In Melbourne, for example, the community demanded Indonesian. This surprises you, but if you will look at the map you will find that Indonesia is the nearest country to Australia where a foreign language is spoken, although it is about 3000 miles from our nearest centers of habitation. Now our French, Spanish, and German teachers are an entrenched, immovable bureaucracy. We have had to fight this out with teachers who were frightened of losing their students, and if there is a case for Indonesian, then it is a case based on the kind of objectives which I have just established for you. Swahili, for instance, is a living language in East Africa and a "lingua franca" for several countries. Isn't understanding Africa as important for the twentieth-century as understanding Europe? If there are no materials available, if there are no teachers, then let us take experienced and trained foreign language teachers to work on the problem.

I would like to conclude with the observation that the success of foreign languages in years to come must lie with the teachers we are training at the present time. They will need to innovate, to experiment, to initiate new programs. We must train them to expect and respect a new clientele, to work with the students in developing new approaches, new techniques, and a new place for foreign languages in the educative process. Where will such inspiration come from, if not from those training each new class of foreign language teachers? We often complain that teachers teach as they were taught, and techniques are perpetuated from generation to generation until any rationale or relevance is obscured. We try to attack this problem, yet often we do not attack the problem of the young teachers preconceptions and prejudices, also derived from those by whom he was taught. We must work for the establishment of modern conceptions of the task as well as the acquisition of modern techniques.

SEIGNEURET: How can we have articulation between the high schools and colleges if the colleges are going to go on their own, and the high schools on their own? What solution do you see for that?

RIVERS: Well I don't think that aping the colleges is articulation; that's repetition. Articulation simply means that people at the college level know what the high schools are doing and people at the high schools know what the colleges are doing, but the high school can be the end of

formal education for many people. Therefore it must develop a curriculum which provides for its own clientele whether they are going on to college or not.

NEWMARK: We at San Diego have, in fact, devised a language program which does respond to the student desires in a very specific and immediate way. Classes are conducted in such a way that the student determines what he will learn, and there is no previous plan by the instructor about what will happen in the class. For example, during the Cambodian escapade last spring, our classes did and didn't meet in their usual way; they wanted to honor the strike by not meeting in classrooms, so they met outside the classrooms, but they talked about the Cambodian thing just as they would have in class. It went well. These discussions are always conducted in the language, and students learned whatever they wanted to learn that day, some a lot and some none at all.

The fact is that the overall effect on the attitude towards the language program remained unchanged. What the teacher does to the design of the program doesn't make much difference in affecting overall student attitudes. It seems very clear that we are almost completely helpless to affect student attitudes. We know from such studies as Bennett's study of Japanese students and their success in learning in the United States, that very little of that success has to do with the student's linguistic ability, the amount of money he has, the amount of time he stays here, and so on. Rather, his learning seems to depend much more on the geopolitical relations between the United States and Japan at that particular time. We are now in a period of time when, like every other, and I use the word neutrally here, imperialist country in history, it's unimportant for a people with dominance in the world to learn other people's languages. And there is no way that we can convince our students of the enormous importance in their learning Serbo-Croation, when in fact we are not in a position subordinate to that linguistic group.

We should not think that the student's attitude toward language study is based on our own motivations. It is based on what he sees as the prestigious or important thing to learn. No vast improvements were made in the teaching of mathematics, physics, or biology to account for the extreme popularity of those courses. What did happen was the explosion of an atomic bomb, and later the orbiting of a Sputnik. People don't complain now about their study of plane geometry or physics in high school simply because those things are important in our culture and in society. The reason they do complain about foreign languages is that foreign languages simply don't have that kind of importance for a dominant country—other people learn our languages. Then it comes down to what our problem is; it is not a problem of motivating, it is not a problem of becoming more popular as teachers, being more successful, introducing more fun into language teaching—those are problems we share with every teacher, and they don't belong to this discussion at all. It's a problem of how we can devise programs in which students can learn a language effectively if they want to.

THE INSERVICE EDUCATION OF FOREIGN LANGUAGE TEACHERS: FROM RENOVATION TO INNOVATION

LEO BENARDO
Director of Foreign Languages, New York City Schools

For many months now, student leaders, aroused parents, and vocal community leaders have been pointing to flagrant inadequacies in existing foreign language programs, and have been demanding radical reform in some instances or total abolition of foreign language courses in others. Some of these grievances have little to do with either content or method and are, instead, part of the revolutionary, "attack-the-establishment" approach so common in contemporary American school life. Many other complaints—perhaps most—seem to me to be well founded. The veteran foreign language staff can hardly be accused of having "turned students on," and, if relevance is the order of the day, it has escaped most foreign language departments.

Panic among language teachers reached fever pitch when, on August 23,1970, "The New York Times" announced in a page-one feature story that "enrollment in some high school language courses has declined and language instruction in some elementary grades, once hailed as a sign of a truly progressive school system, has been cut back or is under scrutiny because of reassessment of academic priorities." Most difficult to accept for some experienced teachers were the remarks attributed in the article to C. Edward Scebold, the new executive secretary of the American Council on the Teaching of Foreign Languages:

Part of our problem is that we've gotten carried away with the way we have been teaching languages for the last 150 years. We have to step back and take a look at what we're doing and what the students want. And I'm afraid that the foreign-language experience these days has not been particularly useful to students. In my opinion, we face a clear-cut choice. Either we start making some basic changes, or we face a rather dismal future. Students are not just interested in reading Les Misérables. *They want a speaking knowledge so they can talk about other countries' urban problems, family life, and dating customs. Too often we haven't considered these other aspects.*

The newspaper story goes on to report heavy enrollment drops in the public schools of Denver, Miami's Dade County, and California, and the abolition of undergraduate language requirements at Yale, Brown, Stanford, Trinity, and Wesleyan. (Interestingly, the figures for New York City, the newspaper's home base, are not given in the article. Foreign language enrollments have been rising steadily in the city for the past five years, and have reached some 260,000 out of a total school enrollment of approximately one million pupils in 1970. The figures are skewed, however, in favor of Spanish, in which there is an enrollment of 160,000, while French, German, Hebrew, Latin, Chinese, and Russian suffer from a small but noticeable decline.)

Allowing for the usual excesses and over-simplifications of daily journalism, and even for quotations taken out of context, this piece focuses on the key issues in foreign language education today. The language picture becomes even gloomier as budgetary crises in public school systems become common, and school administrators and school board members are forced, through lack of funds in some cases or different educational priorities in others, to eliminate or heavily curtail an area crucial to the survival of foreign language programs: the inservice training and retraining of the foreign language staff.

The answer to this unhappy state of affairs—declining enrollments, disaffected students, angry communities—lies with the practicing foreign language teacher. Although he has changed much during the sixties, improving his linguistic skills, learning new methodology, analyzing the psychology of language learning, using new materials of instruction, and orienting himself to a far more critical student audience, he has a much more difficult road to travel in the seventies.

The focus in foreign language instruction needs to shift from teaching to learning, and result, in Caleb Gattegno's phrase, in the "subordination of teaching to learning."

There are no gimmicks in this approach. It is so different from what has been going on for so long that it requires a true conversion from the educator, so that he no longer neglects to consider the most important component of education, the learner himself. The consequence of including the learner—which means that the classroom process of learning becomes one of self-education, the only real kind—is that teaching techniques and materials must be recast. The techniques are human throughout, the materials as varied as required.[1]

This means individualization of instruction to a greater extent than ever before; it means holding the student responsible for his progress; it means removal of the "lockstep" in which a class is taught as a whole; it means extensive use of programmed materials; it means flexible scheduling and non-graded schools; it means an "open classroom" within a far looser structure; it means, finally, that the pupil's individual concerns and interests become the point of entry into the curriculum.

The feeling that "You're not a kid, you're just a number"—so aptly expressed by a youngster in a Brooklyn high school the other day—has swept through the land and has helped to support the move to voucher systems, alternative education and "independent" public schools.

If individual learning needs and characteristics are to be met, radical reform will be required in the content of foreign language courses. There may still be a place for the long four-skill-plus-culture sequence starting as early as possible in the elementary school and articulating with the secondary schools, but more and more offerings with specific and limited goals are essential.

In the 1970 Northeast Conference Reports on *Foreign Languages and the 'New' Student,* Leon Jakobovits favors a multipurpose curriculum over the unifunctional character of the "New Key" approach.

It is possible that the unifunctional character of the "New Key" approach, with its exclusive emphasis on audiolingualism, has contributed to a significant extent to the decline of support of the curriculum on the part of students and parents. By organizing a multi-purpose curriculum composed of specialized courses each with a specific and limited goal, the FL teacher would increase the effectiveness of his teaching by the fact that he will thereby be able to make adjustments for those factors over which he has no or little control: perseverance, intelligence, aptitude, and opportunity to learn. Rather than try to motivate the student within the standard course, the teacher can offer a course which the student wants—in which case there will be no problem of perseverance. Rather than be frustrated with the lack of success

of many students in present courses, the teacher can take pride in accomplishing more limited or different goals in courses suited for given aptitudes, intelligence, and opportunity to learn as determined by the composition of his students and the educational environment.[2]

If the inservice reeducation of foreign language teachers is to reflect the desired changes in both content and method (intensive individualization of instruction, a multi-purpose curriculum offering the skills needed "to improve the human condition," an "open and informal" classroom) its basic style must also change. However, federally sponsored programs of teacher education and reeducation are being pared to the bone as the NDEA Institutes both here and abroad become things of the past, and the financial resources of state departments of education are still far too limited to embark upon intensive programs.[3]

The hope lies, as I see it, with programs sponsored and organized locally. Such inservice education need not be financially burdensome; it could utilize the services of local colleges and universities, and would focus upon the specific educational needs of a school, a district, or a community. In this connection, I would suggest the following:

1. *Assignment (appointment or election) of foreign language supervisors (department chairmen, coordinators, or directors) who continue to teach, and are responsible for local inservice programs*

Too often supervisors are seen by teachers and public alike as the "bureaucratic fat" of the school system. Too often their positions are the first to be abolished when budgets are cut. Too often, unfortunately, their positions are inspectorial and/or totally administrative in nature. The key roles of master teacher and improver of instruction seem somehow to be lost in the shuffle.

I support strongly the position that all supervisors continue to teach actively (albeit a curtailed schedule) in the school or schools which they supervise. The "show me" attitude—so common in our profession—is not an unreasonable one, and the local supervisor should have the student group or groups with which to do the "showing."

Far more important, the local supervisor, as distinguished from the remote coordinator or director at Board of Education Headquarters, is attuned to the needs of students and teachers in the local school or community. As a result, the inservice program which he organizes and supervises is likely to be far more relevant and effective than the workshop planned, often in ivory-tower isolation, by the "bureaucracy downtown."[4]

2. *Active involvement of students in curriculum planning and inservice education*

Since the early days of Progressive Education, educational theorists have waved the banner of student "involvement." "The active participation of students in every stage of the educational process is essential," they declared. Unfortunately, very little of this theory has been translated into practice. The "we know what's best for you" or "leave it to the professionals" attitude—so jarring to today's students—prevailed.

It is obviously comfortable for professionals to announce that *this* content or *that* method is "le dernier cri" without submitting to consultation or critical review from the students themselves. If inservice education is to concern itself with student motivation and relevance of content, provision should be made for the students to be heard.

Student spokesmen should be invited to inservice workshops to react to teaching techniques, materials of instruction, or class organization and scheduling. Suggestions for new courses or new approaches should be solicited from the student body with the understanding that students and faculty are involved in a cooperative venture. When the student body has

had an active hand in course preparation, and even in selection of methodologies, community support is likely to follow.

A Foreign Language Attitude Questionnaire prepared by a working committee of the 1970 Northeast Conference seems to me to be a useful step in the direction of student involvement. It proposes:

1. to find out how students really feel about various aspects of the foreign language curriculum
2. to change aspects of the instruction process to the extent that these are pedagogically feasible and desirable
3. to help correct erroneous ideas, unrealistic expectations, or negative attitudes that students may hold.

If students are provided with the results of the questionnaire and if appropriate reforms are made, student involvement becomes real.

3. *Inservice workshops for the preparation of new courses*

It is my impression that our "holding power" with some students may be limited, and that short, very practical courses may be the only way to involve them in language study and guarantee reasonable success. Could inner-city schools not prepare practical language courses for those about to enter the work force as policemen, firemen, nurses, social workers, and even waiters?

In this connection, the New School for Social Research in New York City has announced among its Fall 1970 foreign language offerings a course in *Spanglish* for those civil servants who must, in their daily jobs, communicate with Puerto Ricans in "el barrio." This may strike some teachers of Spanish as odd and perhaps even undesirable, but the intent is clear: preparation for communication on a very practical level.

I am not suggesting that we offer *Spanglish* in our high schools—yet. Inservice workshop time, however, can and should be devoted to the preparation of practical courses which meet community needs.

A one-year reading course in French for high school seniors (employing perhaps some programmed instructional material) or a course in *Italian for Travellers* may be inviting to a good number of students who have "tuned us out," and have rejected the traditional, long sequence.

Supervisors, teachers, and student representatives can pool their resources in the preparation of such new programs, and, as a result, inservice education may become something more than time to be endured for the desired salary increment.

4. *Training to teach the slow learner and the disadvantaged*

Most language teachers accept the theory that all students—white or black, rich or poor, in inner city or suburbia—can benefit, and indeed achieve a measure of success, from some kind of foreign language instruction. Yet it is a sad fact that relatively few disadvantaged youngsters are programmed for a foreign language in secondary schools.

In some cases guidance counsellors and school administrators are responsible, explaining that the school day for such pupils must be devoted to remediation in the 3 Rs and that no time is left for "academic frills." In instances, however, where these youngsters are offered such instruction, their "stay" is often very short. Sometimes subtly, sometimes quite openly, they are made unwelcome. The complaints voiced by the teachers are known to us all.

"His attention span is too short. He just can't keep up with the rest of the class."
"How can I teach him French if he doesn't even know his grammar in English?"
"She was O.K. during the audio-lingual phase, but she can't read. I guess it's because she can't read very well in English."
"They've become serious discipline problems. When they're around, I can't teach all the others who *want* to learn"

There are ways to reach "slow" (unmotivated? neglected? misunderstood?) learners, but the professional literature offers, unfortunately, few concrete suggestions. The local inservice workshop may be the key forum for pooling specially designed student materials, for analyzing a videotaped or filmed lesson, for reorganizing or modifying courses, for rethinking objectives, and for developing new performance criteria.[5] By sharing those procedures, techniques, and "tricks" which have been found to be effective, teachers will return to their pupils more confident in their ability to reach them and far less prone to demand their ouster from the programs.

5. *A training program in methods of reaching the lay community effectively*

Professionals tend to look down upon public relations men and shy away from the hucksterism advanced by Madison Avenue and the mass media. Yet, in a world of the hard sell, in a world in which it does pay to advertise, foreign language teachers cannot stand idly by and permit effective programs to be eliminated.

It is unfortunate that many foreign language teachers, even after years of experience, are not prepared to explain programs effectively, or even to answer the question "Why study foreign languages?"[6] They are unclear in their aims and objectives. Other than as a means for them to earn their livelihood, they are themselves not "sold" on the values of foreign language learning.

Training is needed (particularly inservice training, since it is the experienced, practicing teacher who is called upon to support or defend the foreign language program) in advertising our wares. Training is needed in defining our objectives so that they can be understood by students and parents alike. Training is needed in the development of a highly polished, multimedia community-information program. The local inservice education team is the logical group to embark upon such a project.

6. *Television and Inservice Education*

The success of micro-teaching via television in such teacher preparation programs as those conducted by Dwight Allen and William F. Mackey is notable. Richard McArdle comments upon their pilot programs as well as those at the University of Nebraska and at the NDEA project of Donald Dugas in Volume I of the *Britannica Review of Foreign Language Education*.

The advantages of micro-teaching are obvious since it allows the aspiring teacher to advance through a series of planned experiences one at a time. This enables him to gain competence and confidence in handling specific problems and insures that he can practice a single skill until he has reached a prescribed level of proficiency before going to something new. In contrast to the regular student teaching situation, he is never faced with all the problems of teaching collectively until he can handle them individually.[7]

The micro-teaching techniques seem to me to be equally valuable for the retraining of veteran teachers and for developing effective practices with slow learners and disadvantaged youngsters. Although the practicing teacher does not have the leisure to "practice until he has reached a prescribed level of proficiency before going to something new," he can gain immeasurably from observing himself critically on videotape in a five- or ten-minute teaching act with a small group of students.

The availability of electronic video recording equipment at reasonable cost—a wild dream a decade ago—is now a reality.[8] Videotaped lessons on all levels of instruction, demonstrations of many teaching techniques, and taped observations of pupils working individually and in groups can now be prepared for use at workshops, seminars and inservice programs.

A strong inservice education program in foreign languages will not cure all our enrollment ailments, nor will it ensure effective programs manned by highly trained, dynamic teachers, nor will it win over every youngster in every school in the country. It can, however, in the eloquent phrase of Peter Caws, "give us a strategy that makes no appeal to sentiment but takes account of the condition of teachers and taught—their inertia, their vested interests, their ignorance, but also their native gifts, their humanity, their reason—and make workable recommendations that have, over the long run, some chance of being adopted."[9]

NOTES

1. *What We Owe Children* (New York: Outerbridge, 1970), p. 3.

2. *Northeast Conference on the Teaching of Foreign Languages, Report of the Working Committees: Foreign Languages and the 'New' Student* (New York City: MLA Materials Center, 1970), p. 65.

3. In New York State and Minnesota, inservice workshops co-sponsored by the state education department and the state language association have been highly successful.

4. At 80 senior high schools and 25 junior high schools in New York City, department chairmen, now called assistant principals (supervision-foreign languages), teach a minimum of three and a maximum of nine hours a week. They are responsible for the supervision of from eight to twenty-five teachers, for the development of local (department-wide) inservice programs and workshops, for innovative and experimental programs, and for articulation with lower and upper schools. They are "licensed" for the position after serving as foreign-language teachers for a minimum of three years, after completing additional graduate courses, and after submitting to a searching competitive examination in two foreign languages (one of which must be Spanish or French), in techniques of supervision, and in psychology of language learning.

5. At one such workshop in the Spring of 1969, a course in *Swahili* was developed. Refusing to take the school offerings of French, Spanish or Hebrew, a group of black students reached the foreign-language department of a New York City high school "demanding" a language which would give them a stronger sense of "black identity." Over the objections of many white and even a few black school and community leaders, the course was offered. Although black students did not elect Swahili in large numbers, the few who enrolled attended regularly and made significant progress during their first year of instruction. Swahili is now being given in two high schools and three junior high schools in the New York City area.

6. The tape-slide presentation, *Why Study Foreign Languages,* prepared by Frank Grittner for ACTFL is very useful in developing interest among pupils. A much more sophisticated presentation may be necessary for the adult community.

7. (Chicago: Encyclopaedia Britannica, 1968), p. 270.

8. Videotape cartridges are expected to be sold commercially late next year along with relatively inexpensive videotape recorders. CBS Laboratories has perfected a device which can be stopped at any point in a program or permit any segment to be repeated instantly.

9. "Clearing Out the Rubbish," *New Republic* (Sept. 5, 1970), p. 23.

RESPONSE

WILLIAM PHILLIPS
Acting Dean, College of Arts and Sciences, University of Washington

Mr. Benardo's paper on inservice education includes in a remarkably short space most of the phrases which call to mind the current controversy in education—relevance, local option, involvement of students in curricular planning, individualization of instruction, the disadvantaged, video-recording, multi-media presentations. How remote now seem the phrases in which we expressed our concerns only a decade ago—acceleration, verbal skills, redress of provincialism, honors programs, and the applications of new linguistic theory. Although no one can take exception to Mr. Benardo's insistence that inservice education should be used to seek new modes and patterns of language instruction, I must confess at the outset a suspicion that a conference like this a decade hence may find the concerns of 1970 a bit remote too. I must confess my hope that, after a searching look at themselves and their students, at least some groups of teachers in some school systems in some state will end up with programs not too much different from the best which is now done. I confess that I believe that it will be important to have some models for the 1980's when the last course in Spanglish or Swahili will have fallen into disuse, and the students begin to ask for full bilingualism, or a course in how to learn a new language, or even an opportunity to read Mauriac or Sartre in the original. I confess I do not believe that we wholly solve the problem of perseverance by giving the student what he wants at any particular time.

Nevertheless, the basic assumption of Mr. Benardo's paper is one which I think we all must share: inservice education will take on new importance in the 1970's, and this importance must be recognized by the public school systems and the individual teachers, whose ultimate responsibility it is. We should not accept without a fight the diminution of federal funding for language programs; those who have benefited from the activities associated with the NDEA might very well engage in a national defense of the Education Act. We still can count upon assistance from the language teachers, the linguists, and the educational psychologists from the colleges and universities. But I need not remind you that the colleges and universities are staggering under a load of conflicting social expectations from students and parents, and increasing punitive action from the politicians and the public who are eager to identify scapegoats for the crisis in generational conflict. It is not clear to me that we can count very heavily upon public school administrators to take leadership in encouraging inservice education in foreign languages. Often school administrators themselves lack confidence about their own career objectives and may not be able to advise teachers about career development. School decisions about foreign language instruction, large and small, are typically made by superintendents, principals, and counselors whose own educational backgrounds have led them to consider language learning as irrelevant to the main concerns of American youth, unfunctional, elitist, or exotic. Nor is it clear to me that the professional education organizations can be counted upon to provide leadership for the continuing education of teachers, unless they redirect *their* emphasis upon the extrinsic rewards of teaching and learning. The immediate hope of improvement in foreign language teaching hangs on the slender thread of the individual teachers. Upon what characteristics of the teachers and their present situation can we pin our hopes for inservice education programs that will result in continued improvement? Mr. Benardo, close to

inservice programs as he is, can undoubtedly address this crucial question with proposals drawn from direct experience. Let me hazard a few observations from a more general perspective.

The sudden collapse of foreign language programs around the country has evoked a new realism about why students study languages (or do not). Many of us had collaborated in building a superstructure of interlocking requirements which rather suddenly collapsed, and many of us have been chagrined to recognize how much this superstructure was supported by compulsion and fear. We kept young people studying languages with the threat that lack of language study would keep them from goals alleged to be good—particularly getting admitted to the better colleges and successfully getting out of them later. When these extrinsic goals began to be challenged, our inability to articulate the intrinsic goals became painfully obvious.

An example from our own experience at the University of Washington may illustrate this. A year and a half ago a faculty committee had labored for over a year to develop revisions of our baccalaureate degree requirements in the College of Arts and Sciences. For seven years we had required a modest level of foreign language competence for graduation, and the complaints from students had risen in intensity each year. Yet the Committee sought to preserve the requirement in the face of student judgments that its opportunity costs were just too great. Then the committee met with a distinguished group of representatives from University language departments to seek clarification of the values so especially inherent in language study that it still should be required of anyone eligible to be pronounced a Bachelor of Arts. The responses from this group of distinguished scholars were so diverse and contradictory that the language requirement in effect fell that day.

Language teachers are now running scared. This concern may make them defensive and constrict their efforts to preserving the status quo; it may also serve as a spur to clarification of the ultimate goals and the immediate behavioral objectives which can reasonably be claimed for foreign language learning. I think we must be wary of asserting effects of language instruction which are unnecessarily grandiose. We all recall hints of language teachers several decades ago that there was a direct relationship between the level of foreign language learning in a country and the good will and understanding it enjoyed in international affairs. In the past decade that relationship has seemingly turned into an adverse one, and I am curious to see what the recent decline in language enrollments will do to the American image abroad.

Besides forcing a new consideration of goals and objectives, the situation may require teachers in self-defense to embrace innovations of the sort that Mr. Benardo proposes. I have already confessed some skepticism about the permanence of these innovations. But there could be important side effects in the development of the teachers when new programs are attempted, whatever the initial motivations.

Responding to student demands for relevance and a voice in curriculum-building will require the teacher to drop the role of drillmaster and find a new role as senior student, which could be very pleasant. Foreign language teachers seem to me to have been singularly deprived of one of the great rewards of teaching—the everyday refreshment of working with students who are responding joyfully to the common enterprise of teaching and learning. The immediate value of a particular new course or approach may be less than its ultimate value in reorienting our teaching styles.

Responding to student demands for courses in Swahili, Spanglish, or French for waiters may or may not have a permanent effect on the curriculum, but if language teachers retrain *themselves* to teach these courses the effect could be permanent. A teacher who himself is learning another language would be forced to pay more attention to the peculiar combination of cogni-

tive, psychomotor, and affective learning he expects of students. Similarly, responding to student demands for non-literary options for foreign language courses may require the language teacher to correct his typical isolation within the school community, and become such a devoted learner himself in history, anthropology, sociology, or political science that the "culture" component of his conventional courses becomes both rich and natural. The use of videotape micro-teaching and interaction analysis will have beneficial effects in the classroom, but it may also lead to new awareness in the teacher of how he relates himself to his teaching colleagues, his supervisors, and the people of the community who must support him.

These side-effects of curricular innovation may result in important *inside*-effects for the language teacher. If they do, we may redeem the present dreary inservice programs of hours, credits, and visiting experts, and provide programs which are truly education in service.

ADDITIONAL REMARKS AND DISCUSSION

BENARDO: It seems to me that we have played the long, continuous program to the ground. I firmly support the idea that people ought to start with foreign language study prenatally, if possible, and go on to the grave, but it just isn't happening. Monies are not there. We don't rate high in the priorities of school superintendents; and Wilga Rivers' paper points to the central fact that we are dealing with an auxiliary vocational subject. We've missed a bet generally with the disadvantaged or ghetto students too; the interesting fact in New York City is that our enrollments are increasing—not in the middle-class area, but in the inner city where Spanish, French, or German do have a sort of academic prestige. We start with that advantage, and we haven't used it as well as we could.

Inservice education needs desperately, therefore, a training program for teachers in reaching the lay community and school superintendents. Last year I spoke at an Indiana Language Program symposium for secondary school teachers, and the most remarkable thing there was that Lorraine Strasheim invited principals and superintendents who, by the way, don't often talk to foreign language teachers. And that was one occasion when they had to; they sat in the same room and had to communicate. Here too we have both types of customer—students and supervisory personnel—but most of us language teachers tend to shy away from that kind of Madison Avenue technique. It is clear, however, that we will have no language program at all if we don't; we must get across to the community, promote our values and understand theirs.

For instance, kids today are very much concerned about the social values in foreign language learning, and yet we say relatively little about that. I think that the whole Vista, Peace Corps idea needs to enter our high school courses far more than it has. In New York, we are now preparing a number of courses for prospective policemen, firemen, social workers, and nurses. These are mostly in Spanish, and for the first time these students see a real, practical, functional value to the study of foreign languages, the opportunity to work within the city limits. We are offering a course at the New School in New York City this fall in "Spanglish," which is the dialect of Spanish spoken in the area. There was a lot of opposition to this idea from language teachers, but it's absolutely necessary that we be able to talk in Spanglish if we're going to go into the Puerto Rican *"barrio"* areas in New York, or indeed if we're going to get through to the populace at all.

My plea is as follows. Please stop talking to each other, and become aware of the role our community and student "customers" must play in the whole inservice program. We may have to talk differently. We may have to talk more simply. We may have to talk more advertising-fashion, but, unless we do, we have no language program.

DELLACCIO: Mario Fantini, in an article entitled, "Institutional Reform," put forth the thesis that the system that we're working in now was started in the 1800's, and that our solution to all problems has been to patch and repair. In his opinion, we ought to junk the whole system. Is it realistic to assume that inservice training is going to undo the damage that professional training has done?

BENARDO: No. I think that over the past few years in professional training we have tried to prepare national or state standards that are obviously not suitable to local conditions. And inservice education can make only one step in the other direction; it can only bring teachers closer to their own students, closer to their own communities, and, as a result, help them understand what they are about in terms of their customers.

BOYD: Is Spanglish a beginning course in structure, or is it a secondary type of course, coming after the basic course in the structure, verbs, and such has already been digested?

BENARDO: I frankly think it can be either. There's no reason why a person who is going to be living and working in New York City shouldn't have a standard Spanish course as well as the Spanglish variant that exists in the area. And some kids who have no interest in a long sequence, but are preparing to work in a Spanglish-speaking area, may want to skip the standard course. Either can be done. I don't think that Spanglish is a national panacea either. There happens to be a local need for it. But there is a local need, for example, in Haitian French in New York City, and I find our French teachers looking down their noses at Haitian French. This is not commonsense, and it points out a larger problem. We tend to come in with our own values, and we tend to motivate from that base, and as a result distances between us and our students are becoming greater and greater. I don't know the answer to that. I don't know how to become black overnight, and I don't know how to be accepted yet by a black community that sees me as being white and middle class. This is a key issue, not only in foreign language education, but in education generally.

STUDY PROGRAM FOR FOREIGN LANGUAGE TEACHERS AT RENNES

Norman Stokle
Director of Studies, Foreign Study Program at Rennes
Sponsored by the Council on International Educational Exchange

I would like to tell you very briefly about our Cooperative International Program for Teacher Education. We have three small programs: an undergraduate one at the University of Rennes, a graduate one at the University of Paris, and another for prospective teachers in the social sicences at the University of Nice.

One of our aims is, very simply, to help develop teachers who are interesting and good. What goes into the development of these qualities? The first thing is a sense of self-liberation, a sense that comes through asking self-oriented questions. We try to promote this by getting students to go out into the French communities and mix with people from all levels of society. We do not want to do anything on this program that we could do on an American campus; we attempt to give the student enough of a variety of direct and different experiences that he may perhaps see a system of values and a way of looking at the world that differs substantially from his own. And, to facilitate this process of discovery, we attempt to give the student sufficient exposure to the language that he can express himself, become reasonably fluent, and, perhaps most importantly, understand

The first cycle of the program gives the student some very intensive training in the language. But the training is not divorced from the reality of simple communication. During the training period, the student actually goes out to talk to merchants, to people in their apartments, to people in classrooms—to all levels and types of society. One week, for example, we will examine the different business activities in Rennes; the next, we will go to farmhouses, talk to farmers, and see how cows are milked and cheese is made; the next, we will go into factories and talk to workers. Each of the first five weeks will have a theme taken from the community life in Rennes, and graduate tutors from the University of Rennes itself will help and guide the students.

The second cycle, the major part of the program, lasts for fifteen weeks. In this period, the student can choose what he wants to do from a substantial variety of course offerings in civilization, in history, in literature, and so on. He can also do individual research of his own choosing for credit.

But one of the most unique aspects of the program is the course in French education. In Rennes, we have managed to make arrangements for any student who wishes to go into classrooms from the nursery-kindergarten level through the "lycée" and college levels. It is possible for a student to concentrate on his level of interest, and even participate in the actual teaching. A student can devote two-thirds of his time in the last fifteen weeks to matters concerned directly with the educational process, or he can avoid it completely. But we do provide this unique option.

All of these courses are designed so that a student will be able to mix with French people. The projects he will be advised to do will require him not to look at books, or maybe not only to look at books, but to look at people and talk with them, because, for instance, the information he needs can only be found in the context of the French marketplace. He will also come in contact with French students; accommodation will be in the Cité Universitaire at Rennes, and, since the enrollment will be limited to twenty-five people, we will be able to scatter the students fairly widely.

The cost of the program is $1,750, comparable to most other programs of this type, and includes the round trip fare from New York to Rennes. To enroll, students must sign up with one of the institutions of the Council for International Educational Exchange. Information can be obtained from the CIEE at 777 United Nations Plaza, New York, New York 10017. Thank you very much.

TOPICS AND TALK

After the presentation of the position papers, the participants in the Symposium gathered at small tables for informal discussions that soon turned toward certain broad topics of common concern. The morning and early afternoon sessions of the second day were devoted to more discussion, and, in the late afternoon session, a representative from each group reported the understandings they had reached to the Symposium as a whole.* These reports are summarized here, not as guidelines or recommendations, but as potential stimulants to local initiative and local thinking. They record the conclusions only of the individuals who comprised the Seattle Symposium, and are not necessarily the "official" position of either the Washington Foreign Language Program or the American Council on the Teaching of Foreign Languages.

CONTINUING EDUCATION

The primary function of continuing education is to give teachers an opportunity to develop a working philosophy of foreign language education. Strategies of program development and implementation should therefore be based on a shared local theoretical philosophy and assessment of local conditions, and the program should be conducted in the schools themselves rather than on a university campus. The three agencies that would assume major responsibility for these programs are the university or college, the local school district, or the publishing company; ideally, of course, all three would work together and make their unique contributions, but that doesn't appear feasible at the present time. A continuing education program might serve as a step toward a graduate degree, and graduate programs might, conversely, benefit from exposure to the schools; perhaps a mutually beneficial marriage of sorts would be possible.

Since the program is aimed primarily at developing a working philosophy, it must be both relevant and responsive to local, felt needs. Generally, however, it should include discussion of different methods and philosophies of teaching intervisitation for practical demonstrations, demonstrations of the use of classroom equipment, and exploration of innovations in the field, and should have a variety of participants from as many disciplines as possible. What are the kinds of rewards we should set up? Good, concrete, classroom-oriented help would probably suffice to attract most teachers, but credits toward advanced degrees or professional or permanent certification would certainly prove very welcome. Credit rewards would boost teachers into slightly higher salary scales, and would promote a feeling of professional self-esteem as well as local leadership.

The liberal and flexible approach is not easy to put into practice. For instance, we are going to gather teachers together and tell them it is their job, in line with the best theories of

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* The reporters were: Lester McKim for Continuing Education, Howard Altman for Academic Training, Horst Rabura for Graduate Education, Paul Kinzel for Study Abroad, Keith Crosbie for Supervision, Harry Reinert for Individualization and Grouping, Peter Eddy for Professional Training, and Ingrid Tedford for Staff Differentiation.

education are usually interested in providing the administrative framework; it is up to language from ours of what should go on in the teachers' class, are we going to tell them we're sorry, but our standards for continuing education programs don't allow that kind of approach?

But what we really mean by individualization at this level is that a person who wants to set up an inservice program must, first of all, get in touch with the real people, the real classrooms, and the real schools and identify the local needs. The "machinery" will emerge in the same process of consultation: certain local institutions will have human resources, while others will have material resources. University offices of correspondence study and continuing education are usually interested in providing the administtative framework; it is up to language coordinators and supervisors to utilize these services along with any other resources avaliable locally.

ACADEMIC TRAINING

At most teacher training institutions the conventional programs for the training of FLES and junior and senior high school teachers need to be strengthened.

Ideally all FLES teachers should have a good language background, including an experience of living with a foreign family in the target country. However, the nature of FLES teaching—in ail but the largest city systems that can afford full-time FLES teachers—generally precludes such extensive concentration in one subject area. Still FLES teachers should receive training in aspects of the foreign culture that would prove interesting to young children: folklore, music, and dancing; spoken rather than literary language; films; modern literature, and, most importantly, children's literature; newspapers and magazines; children's games such as "Hide and Seek" in the foreign language, as well as training in how to encourage children to play in and with the language; and training in creative dramatics, including the use of puppets and marionettes. It is also important that FLES teachers receive training in sociolinguistics to facilitate learning for those students whose native dialect is not Standard English. Since, at the elementary level, the affective domain of language learning is highly important, FLES teachers should take courses dealing with this concern.

The junior high school teacher should also have a good language and linguistic background and live with a foreign family in the target country. Teachers need courses in adolescent literature, but an interdisciplinary ambience and competence should be fostered in the trainees; not only should they themselves take interdisciplinary courses, but also courses in how to give and structure interdisciplinary experiences. The contrastive and deep analyses of civilization and culture will prove more useful to the junior high language teacher than any other kinds of formal exposure to the culture, and we feel concentration should be in the contemporary rather than historical aspects.

The high school teacher should have the most advanced language skills of all foreign language teachers, and he should have a good background in comparative linguistics and general linguistic theory to match the increased cognitive "set" and skills of his students. His training in civilization and culture should compare with that of the junior high school teacher, but he should also receive training in a history of the ideas of his major language area and their effect on the culture as a whole. The current situation in the job market suggests that teachers should develop a strong minor or at least a second language. Courses in film, newspapers and magazines, as well as the experience of living with a foreign family abroad, are almost necessities, or at least highly desirable.

No agreement was reached as to how early and how frequently in their college years prospective teachers should go out into the schools for observation and/or practice teaching.

Advocates of early exposure wish to give the trainees the opportunity to identify intellectual problems and personal resources in time to translate them into an undergraduate program of their own. Opponents of this approach assert that all practicum, to be valid, must be preceded by a substantial theoretical background of college courses. Generally they prefer broadening the liberal education of prospective teachers rather than extending their practicum.

STAFF DIFFERENTIATION

Staff differentiation is a plan in operation in some California cities that amounts, quite simply, to recognition of the difference in skills among staff members. Under the plan, teachers with a B.A. would teach for ten months; teachers with a B.A. and teaching credential would teach for ten months, and then help set up programs or do administrative work for the remainder of the year; and teachers with advanced degrees would teach two-fifths of the year and devote the remaining time to upgrading the language programs or doing research. We ran into many not readily-solvable problems such as: Who will evaluate the personnel? How can master teachers avoid pricing themselves out of the market? How does this affect what goes on in the classroom? And, finally, is it wise to revove the best teachers from actual teaching?

These questions led to questions of evaluation of students and programs, and while some pressed for concrete evaluations, other doubted the efficacy and even the wisdom of formal evaluation. If something is successful, the reasoning went, students will let us know; if not, they won't come, or they won't learn.

In any case, this also led to questions about individualization. Students do indeed have individual needs which should be fulfilled on an individual basis. But teachers are also individuals and have some strengths and some weaknesses. What implications does the situation of a teacher and a student both getting together in a mutually weak area have for our training programs? The most pressing question actually considered is that students rely on teachers to fulfill more than their educational needs—that, in fact, the urban high school frequently resembles a crash clinic where students seldom perform as they are supposed to on charts. Students actually do fight in the halls, actually are alienated or have emotional problems, and actually do freak out in study halls. Again, as in so many questions, the answers can lie only in individual teachers.

GRADUATE EDUCATION

There is a definite and real need for a graduate program designed especially for foreign language teachers. It was felt that it should be different from the existing graduate programs in the intensive study of literature, and should concentrate on the continued training in, and exposure to, the language, the linguistics, the civilization, and the methodology. To this end, the following brief proposals and direction for a program to lead to an advanced degree, in this case, to an M.A. degree, were offered.

In advanced language training, there should be conversation based on texts or topics of a cultural nature. Attempts should be made to discuss the finer points of style and grammar, and this experience should be correlated with high school teaching. In this area we will undoubtedly have students with different backgrounds, and the training program should be flexible enough to accommodate them.

The instruction in linguistics should consist of two segments. The first should deal with the analysis of structure, for example, the phonology, morphology, syntax, and semantics of the language. The second segment should deal with the historical development of the language.

Both segments should be taught in terms of possible application in the classroom, rather than on a theoretical basis.

The area of civilization should be covered in terms of the historical, political, and social developments with emphasis on popular and contemporary culture and suitable literary examples. There should be a seminar in methodology with a team leader who will call on resource people in psychology, curriculum, communication, or micro-teaching as the need arises. Advantage should be taken of the experience of teachers enrolled in the program, and one could profitably view this area as a problem-solving workshop. Students will again come into this program with different backgrounds, and we should allow them to substitute other courses for any areas which would be simple duplication.

The program should definitely not have a thesis requirement, but should utilize oral and written examinations instead. A possible sample program might include: a historical survey, then language study, civilization, methodology and linguistics in the first quarter; language study, linguistics, civilization, and methodology in the second; and the history of the development of the foreign language, civilization, an elective, and methodology in the third. The program would differ from the Master of Arts in Teaching or the Master of Education degree in that it would be conducted under the auspices of the College of Arts and Sciences rather than those of the College of Education, and, consequently, more time could be devoted to subject matter courses. And, of course, candidates should be encouraged to continue their studies toward higher degrees.

STUDY ABROAD

Study abroad is indispensable for teachers and very valuable for students of foreign languages. Teachers should therefore regard counseling students interested in study abroad as part of the professional responsibility. School systems should be encouraged to give increments in salary to teachers who have studied abroad; administration would, of course, be the province of the individual system, but recency and length of formal study should be given careful consideration. Foreign language organizations, such as ACTFL, should become active in assembling and dispersing information regarding study abroad programs. Students who have studied abroad should be encouraged to serve as resource persons in their foreign language groups. And, finally, local, state, and national service organizations should be enlisted in helping students finance study abroad.

PROFESSIONAL TRAINING

Primarily, a methodology course should be professional orientation and a practical introduction to the field. Eight unit topics of this introduction to language teaching were defined.

The first and most important was a set of micro-lessons similar to Robert Politzer's findings at Stanford. The first lesson would deal with language model presentations rather than dialogue presentation because we thought we should include other, and better, types of material where it is to be memorized by the students. We included such things as songs, poems, and prose passages that would be learned and used as a basis for further language development. The second lesson would deal with structure drill, pronunciation practice, language model adaptation, presentation of reading materials to a class, and, finally, writing practice.

The topic of the second unit would be how to go about handling advanced classes in languages, especially literature classes in the secondary schools.

The third would be the establishment of objectives of instruction, and how to go about planning their attainment. This includes daily, weekly, and annual planning of lessons.

The fourth would be an introduction to the materials of instruction the students will use later as teachers. This would not only include working with these materials themselves, but also instruction in how to go about evaluating a set of materials and supplementing them.

The fifth unit would deal with testing the four recognized language skills.

The sixth would be a unit on individualization of instruction and an introduction to the work of individual teachers who have recognized and are dealing with individual student problems, as well as system-wide and profession-wide attempts to individualize instruction.

The topic for the seventh unit was an introduction to such teaching aids as the laboratory, tape recorder, and overhead projector and their potential uses in language classes.

The final unit is professional orientation, an introduction to the various professional organizations, their journals, and their activities. This course might also serve as a kind of "pep" club to help beginning teachers become adjusted to the realities of teaching in the public schools.

SUPERVISION

The proper exercise and understanding of the supervisory function will have a positive effect on teacher education, but we must understand, in broad terms, what that function is. The supervisor has the power of influence over such administrative personnel as counselors, superintendents, and principals. He is the teacher's link to the administration, and must use his position to disseminate information from the teachers to the administration and vice versa. The supervisor must work within the existing structure, but he must also identify local problems and move to remedy them. In this vein, supervisory personnel must do much more than merely supervise. They must assist the teachers with inservice programs, intervisitation programs, workshops, facilitation of credit, exposure to successful teaching practices, dialogue between the schools and colleges, and a rational and good selection of texts and materials based on local needs. And, finally, the supervisor should act as the foreign language public-relations man for the district, state, or schools; he must "plug" good programs, and offer enthusiasm and help whenever possible.

The supervisor has a special obligation to beginning teachers. Supervisors should initiate much better systems for the selection and identification of master teachers, and should lead a general movement on the part of local school districts into the area of actual teacher training. Too often the school district feels it has no responsibility in the training of teachers, but its stake in the end product is so great that it must share responsibility or forfeit all rights and expectations.

In line with this, it is important that local supervisors arrange a good program of supervision by foreign language master teachers; too often, supervision of foreign language cadets is carried out by people from other disciplines, and is non-directional and unsuccessful.

While there was general agreement that current supervisory practices need to be improved, the opinion was also voiced that expanded supervision leads to regimentation and stifles creative, innovative, or even very personal modes of teaching. Our priorities should, therefore, not lie in supervision and inservice training, but rather in improving our preservice teacher education to the point where supervision and inservice training are no longer critical issues.

INDIVIDUALIZATION AND GROUPING

Essentially, individualization is an attitude of teaching students as individual persons. Since we deal with language, a means of communication, we must use groups; since individu-

als differ, individualization entails understanding potentially relevant variables in language learning. Some of the goals of a program of individualization are: development of the student's own identification with the foreign language, development of his confidence in using it, and the ability to function in linguistically novel situations. This definition implies at least three changes that we must make in our attitudes. If we are to encourage students to develop those skill areas in which they feel particularly competent or interested, we must abandon the expectation that each student will develop equally. And further, each student will be commended for developing each skill to the best of his abilities. The use of audiovisual equipment needs restudy in light of the special demands of individualizing instruction, and teachers should be encouraged to develop innovative programs around this and other new tools and concepts.

The curriculum should recognize that group interaction is one of the most effective means of learning to use language. Such interaction can be achieved both with minimal command of the basic skills and as part and parcel of a program of individualization. One of our great tasks is to clarify the basis on which we measure progress toward goals in areas other than skill accumulation.

With reference to techniques, the key concept is flexibility, both in individualization and grouping. For example, heterogeneous grouping might be used to help stimulate interaction within the group. Homogeneous grouping could be used for intensive work in specific areas. Machines can be used to present a variety of performances. We might some day develop libraries of tapes with different models so that not only would the textbook pronounciation and enunciation be available to the student, but also different dialects. The language laboratory should be used according to a student's own needs, and should be a voluntary part of the program.

The distinction was made between programmed materials and individualization. Since communication consists of dialogue among persons, it seems that programmed materials cannot be stubstituted, although they could possibly supplement a program of individualization.

EPILOGUE

Ancient Chinese wisdom states that "It furthers one to have somewhere to go." Many times during the SEATTLE SYMPOSIUM, people asked just where that "somewhere" was, for it seemed that as both a symposium and a profession we were not getting very far. Of course, superficially similar questions have been raised before, but we feel, perhaps vainly, that the questions went deeper this time, that they penetrated beyond the attitude of "What new method can we find now?" and arrived at the larger question of "What is our purpose and function in education in general and in our foreign language classes in particular?"

Perhaps it seems strange that we should even bother trying to find an ex post facto rationale for a profession that has at least 30,000 members in the United States and a history extending back to the Tower of Babel. But as Bob Dylan notes, "The times, they are a changin'." The answers of the past, our conceptions of children's potential and of the learning process, the climate in which questions are raised, and indeed even the questions themselves have all been transformed, especially in the past decade. And if, as Leonard Newmark suggested during the symposium, the Bennett study is valid, that the interest and success in the study of a foreign language depends significantly on the position of world dominance of that language group or nation, then our professional fate is tied inversely to the degree of dominance possessed by the English-speaking nations, and it appears as if our profession might have some lean years ahead.

Even if the conclusions drawn from the study are not valid, however, they do point to a larger situation we must confront. We must face up to the fact that we do not operate in a vacuum; we are dependent on large social trends, general societal actions and reactions, and immediate or local political realities. We cannot blame the local school board for deciding that physics, for example, is more important than a foreign language program, if indeed we have failed to make ourselves more important in satisfying local and immediate needs. We cannot realistically claim that the national need for trained speakers of foreign languages dictates our being retained as part of the curriculum, for, in the American system of education, local school boards are apt to deal with local situations and decisions, and in any case the training we provide is not adequate to satisfy national needs. And we cannot afford to avoid the issue by climbing on our great white "culture" stallion, waving a curt goodbye to the townsfolk behind us, and riding off into our glorious sunset of "Great Authors" and "Great Civilizations," for it will indeed be our sunset.

We must, if anything, ride in the opposite direction. We do have a concrete and valuable contribution to make to American education, but we must realize that it does not necessarily lie in the areas of "facilitation of travel abroad," or "vocational opportunities," or "the national interest," or "world peace," or even "greater cross-cultural understanding," although all of these are very worthy goals. We cannot "sell" our programs on the basis of travel, for that has very little place in a crowded educative process, and limits the real utility of our programs to the middle-or upper-middle class high schools. We cannot sell our programs to supervisors

in Washington, Arizona, or even New York on the basis of want ads in *The New York Times,* for we are, as Wilga Rivers points out, an auxiliary vocational study, and the positions open on a language basis are frequently open only to bilinguals. We cannot bring in the national interest or world peace, for both depend on factors far beyond the limits of our present curriculum and school situations. We cannot insist on teaching foreign folk music or folk dancing in the elementary schools when the pupils do not know and seldom have a chance to learn the folk traditions of their own culture, and, furthermore, have trouble reading or doing simple arithmetic. We cannot even reasonably claim to be propagating cross-cultural awareness, for the state of our understanding and knowledge of any culture is not yet sufficient to be translated accurately into actual teaching practices. But, if the thrust of our programs is to be culture, we must realize that culture is not "The Great Ideas of the Past," although these certainly do play a part. Culture is simply a word identifying the conglomerate of worlds that we move in. This is what our students mean when they ask us to be "relevant." They are asking that the process of education be truly educational, that is, that it lead to an understanding of themselves and the worlds they move in.

If we accept the definition and the need for "relevance," we as foreign language teachers have two choices and a possible third. We can help children to understand the "language world" of others, and teach solely toward linguistic proficiency. We limit our appeal, of course, but we know what we can do, why we do it, and perhaps most importantly, how we can do it.

Or we can define our role as lying in the expansion of the awareness and consciousness of individual children on an individual basis, helping them to understand their inner, personal, and cultural worlds through directed, perhaps even anthropological, exposure to foreign ones. To be truly successful, this approach probably entails bilingual education, but we can certainly begin working on other levels as well. At the least, however, the approach entails radical changes in our curricula, self-conception, perspective, and ambience, and it is certainly open to question as to whether we could succeed even with these changes.

Or we can continue in our attempt to combine language learning, cultural awareness, personal awareness, and all the other rationales we proclaim in a "best of all possible worlds" course. But we should bear in mind that some of the reasons why foreign language teaching is perhaps the least successful in the entire curriculum are that we try to teach toward ill-defined goals, try to teach too much, and generally have very little understanding of *why we do any of it.* This, incidentally, is a shortcoming of American education as a whole, if we are to believe James Silberman's recent *Crisis in the Classroom.* In choosing this third alternative, we must heed James Carlsen's remarks, and define our goals in a manner appropriate to the subject matter, to the philosophy underlying the approach, and, last but not least, in a manner appropriate to the school, school system, and the students themselves.

This is the nature of the tension that emerged in the SEATTLE SYMPOSIUM, a tension that expressed itself in the libertarian or "revolutionary" tones of some of the major presentations on the one hand, and the regulatory concerns of some of the discussion on the other. But it is a creative rather than a destructive tension, for we are endeavoring to move in all cases toward a clearer understanding of the role of foreign languages, and indeed an expansion and a redefinition in some cases. But, again, we do not operate in a vacuum. The tension we feel is a segment and a reflection of the tension existing throughout the world of education, and the direction we ultimately choose will be linked intimately and inseparably with the direction of education as a whole.

Here the questions are again larger and more difficult than those facing us as foreign language teachers. The process of teaching, educating, and learning is carried out with per-

spectives and values inherited largely from the nineteenth century. And, in fact, the basic style of teaching has remained largely unchanged since the medieval period, although the self-conceptions, self-perceptions, and body of knowledge have all changed inestimably. But if, as Marshall McLuhan has noted, the response of twentieth-century man to an increasing "outer" anonymity will be an increased need and search for "inner" differentiation and "inner" awareness, our students will be coming to us with expectations far exceeding strictly cognitive ones. Perhaps it is too much to ask of education, perhaps teaching skills necessary for productive existence as well as helping to foster the awareness necessary for happiness and fulfillment is too broad a role for us to take on.

Nonetheless, willy-nilly, the process of change has already, and even unconsciously, begun. For this reason, it is short-sighted to speak of "methods" of training teachers; any method that we arrive at will almost certainly be outmoded by the time it is put into practice. The only reasonable response we can make at such a time is to prepare our teachers for change, help them understand the learning process, help them to develop personal and flexible styles, an adequate mastery of their subject matter and an enthusiasm for the students they will encounter. We must not, however, pretend to give them answers, for any answers will be outmoded very shortly. Instead we must provide them with the capacity for developing their own answers, and the capability of changing these answers, should experience prove them to be inadequate.

Methodology, as an understanding of the role of teaching in the process of learning, must form a part of teacher training, but teacher trainers must be aware of aims far beyond the classroom experience. We must aim at helping teachers become whole people in their own right, for, as Frederick S. Perls relates in his book *In and Out the Garbage Pail,* the learning of facts is discovery, the "learning of skills is the *discovery* that something is possible," and teaching is "to *show* that something is possible." We must, therefore, not only help teachers acquire the capacities and qualities we hope students will develop, but also help them acquire effective means of demonstrating or showing these qualities. We cannot, however, rely on the pedagogical methods currently in use, for, as Wilga Rivers points out, coercive teaching leads only to more coercive teaching. We may have to delve into techniques and processes that today are totally alien to colleges of education or discipline-oriented foreign language departments, techniques borrowed perhaps from psychotherapy, psychology, the behavioral sciences, and possibly even medicine, religion, or physics. At this point we cannot determine precisely what will be done.

We cannot because we have an even more immediate task before us as a profession. We must determine, if we can, our goals and rationales before we can discuss methods and procedures. The ideal of liberal education in the past has been self-realization; in the future it may very well be self-actualization. In this dynamic, in this process of change, lies that "somewhere" we have all been looking for.

The Editors

List of Participants

AKAMINE, Toshio
College of Education
Washington State University
Pullman, Washington 99163

ALTMAN, Howard B.
Supervisor of Foreign Language Interns
School of Education
Stanford University
Stanford, California 94305

ARMITAGE, Ian
Bellevue Junior High School
225 102nd N.E.
Bellevue, Washington 98004

BAIRD, Herbert
Department of Foreign Languages
Western Washington State College
Bellingham, Washington 98225

BARRETT, Janice
Evergreen Junior High School
7?21 Beverly Lane
Everett, Washington 98201

BASSETT, Ralph W.
Wilson High School
Portland, Oregon 97201

BAUDIN, Philip
Coordinator of Foreign Languages
Highline Public Schools
253 South 152nd Street
Seattle, Washington 98166

BAXTER, Elizabeth
11667 S.E. 58th
Bellevue, Washington 98004

BENARDO, Leo
New York City Board of Education
Bureau of Foreign Languages
131 Livingston Street
Brooklyn, New York 11201

BILYEU, Elbert E.
Department of Foreign Languages
Central Washington State College
Ellensburg, Washington 98926

BLAIS, Sister Clarise Marie
Department of French
Fort Wright College
Spokane, Washington 99204

BLUBAUGH, Glenn L.
Department of Foreign Languages
Pacific Lutheran University
Tacoma, Washington 98447

BOYD, Richard
Department of Spanish
Eastern Washington State College
Cheney, Washington 99004

BREUL, Linus
Puyallup Senior High School
105 7th Street S.W.
Puyallup, Washington 98371

BRODD, Bonnie
Hyak Junior High School
445 128th Avenue S.E.
Bellevue, Washington 98004

CARLSEN, James C.
School of Music
University of Washington
Seattle, Washington 98105

COLE, Barbara
Department of French
University of Washington
Seattle, Washington 98105

COLE, Roger L.
Department of Modern and Classical Languages
Western Michigan University
Kalamazoo, Michigan 49001

COLLINS, Louise
Eckstein Junior High School
3033 N.E. 75th Street
Seattle, Washington 98115

CORBIN, Betty
John R. Rogers High School
E. 1622 Wellesley Avenue
Spokane, Washington 99207

COSPER, Dale
Department of French
Whitman College
Walla Walla, Washington 99362

CROSBIE, Keith D.
Foreign Language Supervisor
Office of the State Superintendent
Helena, Montana 59601

DAIGH, Charles
Foreign Language Supervisor
University of Illinois
Urbana, Illinois 61801

DELLACCIO, Carl
Director of Foreign Languages
Tacoma Public Schools
Tacoma, Washington 98401

DEYRUP-OLSEN, Ingrith J.
Department of Zoology
University of Washington
Seattle, Washington 98105

DIAZ, Manuel
Wenatchee High School
Idaho Street
Wenatchee, Washington 98801

DRUMMOND, William
Associate for Teacher Education
Office of State Superintendent of
Public Instruction
Olympia, Washington 98501

EBLING, Benjamin
Department of French
Western Michigan University
Kalamazoo, Michigan 49001

EDDY, Peter
Department of Foreign Languages
Western Washington State College
Bellingham, Washington 98225

FISCHER, Willi
Germanics Department
University of Washington
Seattle, Washington 98105

FRIEDRICH, Pia
Romance Languages and Literature
University of Washington
Seattle, Washington 98105

GLADSTONE, Igor
Hale High School
10750 40th Avenue N.E.
Seattle, Washington 98125

GURZA, Esperanza
University of Puget Sound
Tacoma, Washington 98416

HANZELI, Victor E.
Romance Languages and Literature, WFLP
University of Washington
Seattle, Washington 98105

HARMON, Sonja
Columbia High School
930 Long
Richland, Washington 99352

HILTS, Margarete
Department of Modern Languages
Loma Linda University
Riverside, California 92505

HODGES, Renate
University of Puget Sound
Tacoma, Washington 98406

JACKSON, Mildred
Roosevelt High School
1410 N.E. 66th Street
Seattle, Washington 98115

JOHNSON, Claude G.
Lakeside School
Seattle, Washington 98125

KINZEL, Paul
Department of Foreign Languages
Fresno State College
Fresno, California 93726

LACKSCHEWITZ, Gertrud
Department of German
University of Montana
Missoula, Montana 59801

LEAMON, M. Phillip
Foreign Language Education
Florida State University
Tallahassee, Florida 32306

LEDDUSIRE, Frank E.
Department of Modern Foreign Languages
Seattle Pacific College
Seattle, Washington 98119

LeFEVRE, Marion G.
Consultant in Foreign Languages
Spokane Public Schools
West 835 Trent Avenue
Spokane, Washington 99201

LOVE, William
Washington Foreign Language Program
University of Washington
Seattle, Washington 98105

MACIAS, Cenobio
Tacoma Public Schools
Tacoma, Washington 98422

MACKEY, Lola A.
Department of Foreign Languages
Arizona State University
Tempe, Arizona 85281

MARING, Henry W.
Cedar Heights Junior High School
2220 Pottery Avenue
Port Orchard, Washington 98366

MARXHEIMER, Edward
Department of Romance Languages
University of Alberta
Edmonton, Alberta
Canada

McKIM, Lester
Foreign Language Coordinator
Bellevue Public Schools
Bellevue, Washington 98004

McRILL, Paul
Director of Foreign Languages
Seattle Public Schools
815 4th Avenue North
Seattle, Washington 98109

MENDOZA, Raúl
Pullman High School
628 South Grand
Pullman, Washington 99163

MICHEL, Joseph
Foreign Language Education Center
University of Texas
102 West 27th Street
Austin, Texas 78712

MONROE, Katharine E.
Department of Foreign Languages
Pacific Lutheran University
Tacoma, Washington 98447

MONTGOMERY, Richard
College of Education
University of Washington
Seattle, Washington 98105

MORISETTE, Father Alfred
Department of Modern Languages
Gonzaga University
Spokane, Washington 99202

MULLEN, Wahneta
School of Education
Indiana University
Bloomington, Indiana 47401

NEWETT, Carol
North Central High School
Spokane, Washington 99205

NEWMARK, Leonard
Department of Linguistics
University of California, San Diego
La Jolla, California 92037

PHILLIPS, William
College of Arts and Sciences
University of Washington
Seattle, Washington 98105

PILLET, Roger A.
Graduate School of Education
5835 Kimbark Avenue
University of Chicago
Chicago, Illinois 60637

POULSEN, Antoinette
Department of Foreign Languages
Washington State University
Pullman, Washington 99163

PROKOP, Manfred
Department of Germanic Languages
University of Alberta
Edmonton, Alberta
Canada

RABURA, Horst
Department of Germanics
University of Washington
Seattle, Washington 98105

REINERT, Harry
Foreign Language Consultant
Edmonds School District
3800 196th S.W.
Lynnwood, Washington 98036

RICARD, Gerald
Department of Foreign Languages
Seattle University
Seattle, Washington 98122

RIGGS, Robert
Coordinator of Foreign Languages
Shoreline Public Schools
N.E. 158th and 20th Avenue N.E.
Seattle, Washington 98115

RIVERS, Wilga
Teachers College
Columbia University
New York, New York 10027

ROLFE, O. W.
Department of Foreign Languages
University of Montana
Missoula, Montana 59801

RYBERG, Donald
Marshall-University High School
University of Minnesota
Minneapolis, Minnesota 55455

SAUER, Keith
Department of Romance Languages
University of Washington
Seattle, Washington 98105

SCEBOLD, Edward
Executive Secretary, ACTFL
62 Fifth Avenue
New York, New York 10011

SEIGNEURET, Jean-Charles
Department of Foreign Languages
Washington State University
Pullman, Washington 99163

SELINKER, Larry
Department of Linguistics
University of Washington
Seattle, Washington 98105

SHAPIRO, Mary C.
Department of French
Bridgewater State College
Bridgewater, Massachusetts 02324

SHELTON, Helen
State Supervisor of Foreign Languages
Office of State Superintendent of Public Instruction
Olympia, Washington 98501

STILLMAN, Allyn
Stadium High
Tacoma, Washington 98403

STOKLE, Norman
Rennes Foreign Study Program of CIEE
Rennes, France

STRASHEIM, Lorraine
Indiana Language Program
Indiana University
Bloomington, Indiana 47401

SWENSON, Rodney
Department of Foreign Languages
Pacific Lutheran University
Tacoma, Washington 98447

TEDFORD, Ingrid
Ballard High School
1418 N.W. 65th
Seattle, Washington 98107

THOMAS, Helen
Department of Romance Languages and Literature
University of Washington
Seattle, Washington 98105

WERNY, Bertl
Lakes High School
Clover Park
Tacoma, Washington 98499

WHITCOMB, Richard O.
Department of Foreign Languages
Eastern Washington State College
Cheney, Washington 99004

WILKINS, George W.
Department of Foreign Languages
Tulane University
New Orleans, Lousiana 70118

WOOD, Michole
Department of Romance Languages
University of Washington
Seattle, Washington 98105